

# **Teacher Education Handbook**

## **Kent State University**



**Academic Year 2019-2020**

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# Introduction

## List of Undergraduate Programs

Program	College of...	Campus
Adolescent Education ( <a href="#">ADED</a> ) - Integrated Language Arts ( <a href="#">INLA</a> ) - Integrated Math ( <a href="#">IMTH</a> ) - Science (concentrations: <a href="#">Life Science</a> ; <a href="#">Life Science/ Chemistry</a> ; <a href="#">Physical Science</a> ; <a href="#">Earth Science</a> ; <a href="#">Integrated Science</a> ) - Integrated Social Studies ( <a href="#">INSS</a> )	EHHS	Kent
Art Education ( <a href="#">ARTE</a> )	Arts	Kent
Early Childhood Education ( <a href="#">ECDE</a> )	EHHS	Kent, Salem, Tuscarawas
Foreign Language ( <a href="#">MCLS</a> ) - American Sign Language (ASL) - French (FR) - German (GER) - Latin (LAT) - Spanish (SPAN)	Arts & Sciences	Kent
Middle Childhood Education ( <a href="#">MCED</a> )	EHHS	Kent, Geauga, Stark
Music Education ( <a href="#">MUSE</a> )	Arts	Kent
Physical Education ( <a href="#">PEP</a> ) - Health and Physical Education ( <a href="#">HPE</a> ) - Physical Education Teacher Licensure ( <a href="#">PEL</a> )	EHHS	Kent
School Health ( <a href="#">SHED</a> )	EHHS	Kent
Special Education ( <a href="#">SPED</a> ) - Deaf Education ( <a href="#">DFED</a> ) - Mild/Moderate ( <a href="#">MM</a> ) - Moderate/Intensive ( <a href="#">MI</a> ) - Mild to Intensive ( <a href="#">MIDL</a> )	EHHS	Kent
Teaching English as a Second Language ( <a href="#">TESOL</a> )	Arts & Sciences	Kent

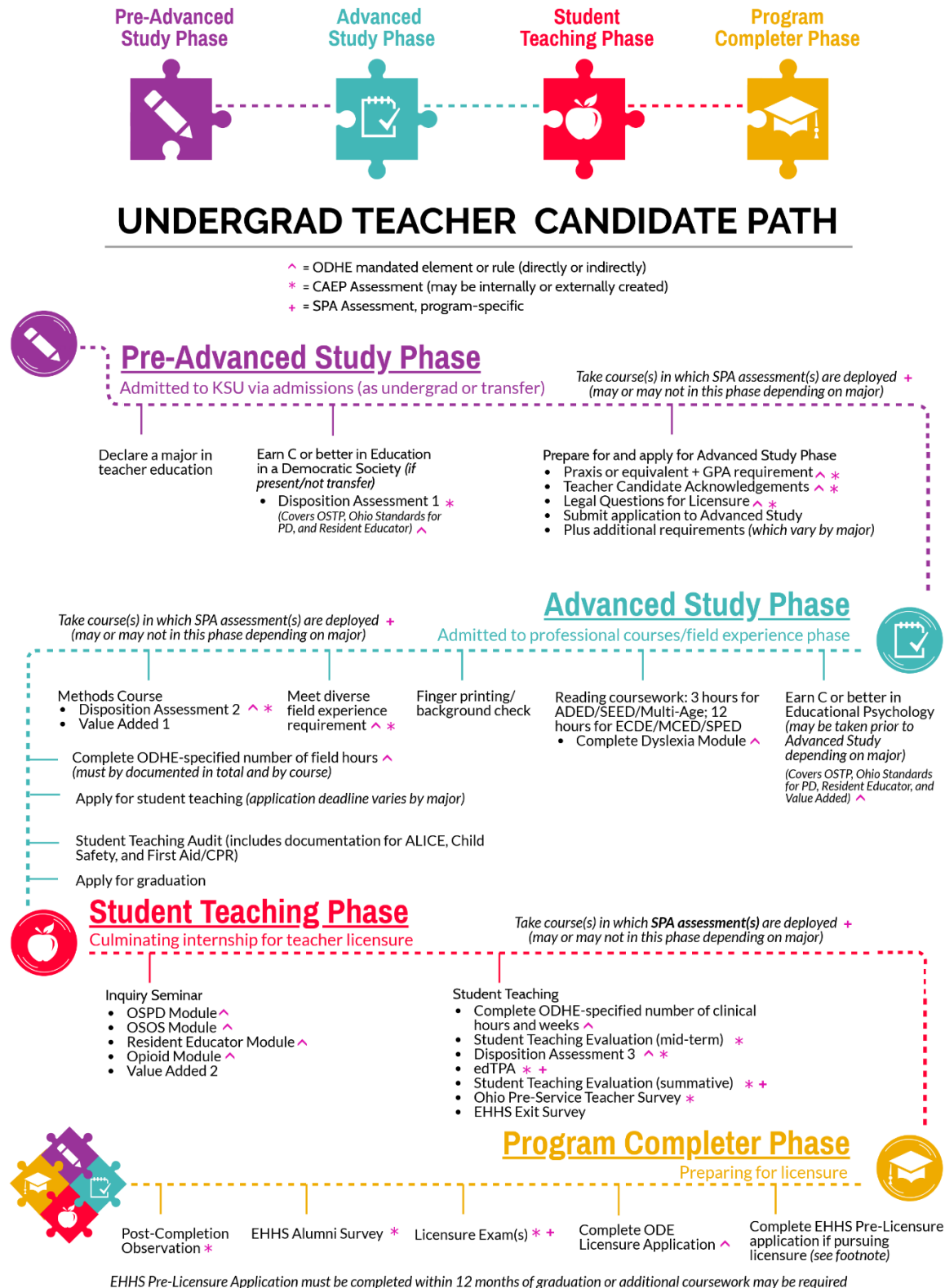
## List of Graduate Programs

License Type	Graduate Initial Licensure Pathway/Program
<p>Adolescence to Young Adult (grades 7-12)/ Multi-Age (PreK-12)</p> <p>Content areas-AYA 7-12:</p> <ul style="list-style-type: none"> <li>• Integrated Social Studies</li> <li>• Integrated Language Arts</li> <li>• Integrated Mathematics</li> <li>• Integrated Science (licensure in all science areas)</li> <li>• Life Sciences (biology)</li> <li>• Life Sciences / Chemistry (dual licensure in biology &amp; chemistry)</li> <li>• Chemistry / Physics (dual licensure)</li> <li>• Earth Sciences</li> </ul> <p>Content areas-Multi-Age PK-12:</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• School Health</li> <li>• Music</li> <li>• Visual Arts</li> <li>• Foreign Language: French, German, Latin, and Spanish</li> </ul>	<p><a href="#"><u>Master of Arts in Teaching (Secondary Education)</u></a></p>
Middle Childhood Education (grades 4-9)	Middle Childhood Initial Licensure Preparation Program (Non-Degree)
Early Childhood Education (PreK-grade 3)	<a href="#"><u>Early Childhood Education-Master of Arts in Teaching</u></a>
<p>Intervention Specialist</p> <ul style="list-style-type: none"> <li>• Early Childhood Intervention Specialist (PreK-grade 3)</li> <li>• Mild/Moderate Educational Needs (K-12)</li> <li>• Moderate/Intensive Educational Needs (K-12)</li> <li>• Deaf Education (PreK-12)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Early Childhood Intervention Specialist Licensure Prep Program (Non-Degree)</u></a></li> <li>• <a href="#"><u>Mild/Moderate Educ Needs Licensure Prep Program (Non-Degree)</u></a></li> <li>• <a href="#"><u>Mod/Intensive Educ Needs Licensure Prep Program (Non-Degree)</u></a></li> <li>• <a href="#"><u>Deaf Education Licensure Prep Program (Non-Degree)</u></a></li> </ul>

Multi-Age (PreK-12): Physical Education	<a href="#"><u>Master of Education in Curriculum &amp; Instruction (Physical Education Teacher Education concentration)</u></a>
Multi-Age (PreK-12): School Library Media	Dual Degree Program: <a href="#"><u>Master of Library &amp; Information Science (M.L.I.S.) AND</u></a> <a href="#"><u>Master of Education-Education Technology</u></a>
Multi-Age (PreK-12): TESOL	<a href="#"><u>Master of Arts in Teaching English as Second Language (TESL Education Concentration)</u></a> <i>Program offered through College of Arts &amp; Sciences</i>
Career-Technical	<a href="#"><u>Master of Education in Career-Technical Teacher Education</u></a>

# Undergraduate Teacher Education Pathway

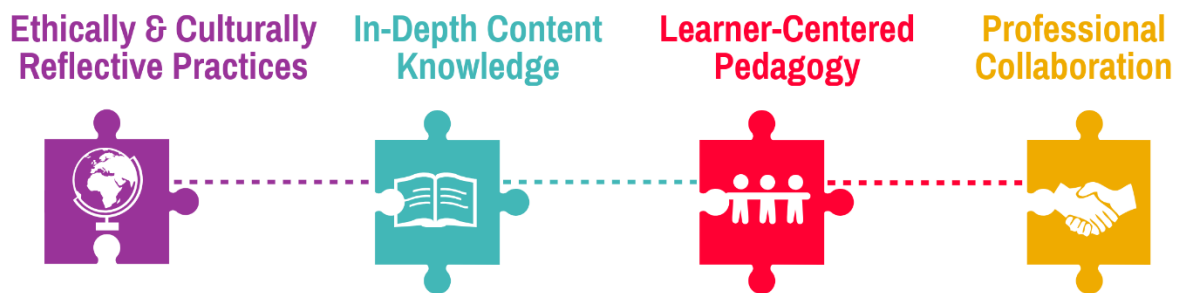
Please refer to the handbook sections associated with the phases for more information.



## Mission Statement

We prepare high quality teachers to engage in transformative practices that foster inquiry-based, culturally appropriate and individualized learning with P-12 students in diverse educational communities.

## Conceptual Framework



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***I am a Kent State teacher candidate, therefore I:***

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Seek innovative teaching techniques **Adapt for Individual Needs**  
**Solve Problems** **Create an engaging learning environment**  
Monitor Learner Progress **Understand discipline-specific pedagogy**  
Adopt multiple perspectives Seek creative teaching techniques  
Advocate for learners and families **Facilitate Inquiry-Based Learning**  
**Strive for Inclusivity** Know discipline-specific content **Think Critically**  
Exemplify ethical standards **Engage in Reflective Practice**  
*Integrate content across disciplines* Value Professional Development  
Collaborate Understand principles of learning Teach for Social Justice  
**Promote Equity** Use research-based teaching methods  
Incorporate real-world experiences **Value Diversity** Utilize technology  
*Understand colleagues' roles* Know national & professional standards  
**Evaluate and modify teaching for all learners** Demonstrate Leadership

## **Faculty and Student Resources**

### ***Advising and Clinical Experience***

The Vacca Office of Student Services houses both the academic advising and clinical experience staff. The office is located in 304 White Hall. Resources are available online:

- [Academic Advising](#)
- [Clinical Experience](#)

### ***Blackboard Learn***

Students in teacher education programs will need to use Blackboard Learn for more than coursework. For example, the Vacca Office of Student Services uses Blackboard Learn to communicate advising related information. Additionally, candidates will be added to an edTPA page at the start of their student teaching experience. This page will provide information and resources on the edTPA process. To sign onto Blackboard, users may click the Blackboard logo from their Flashline homepage. Users may also visit the [KSU Blackboard website](#) and sign on with their Flashline username and password. Blackboard Learn works best with Google Chrome (recommended), Mozilla Firefox, and Apple Safari browsers.

- [Tools for Students](#)
- [Tools for Faculty](#)

### ***EHHS Portals***

The EHHS Portal is used to collect the scores on the Disposition Assessment and Student Teaching Evaluation. Program Coordinators can use the Portal to also view test scores for the OAE, Praxis, and edTPA assessment, as well as information on Student Teaching and Clinical Experience Placements. To sign onto the Portal, users enter their Flashline username and password:

- [Student Portal](#)
- [Faculty and Staff Portal](#)

### ***Taskstream LAT (by Watermark)***

Taskstream LAT (Learning Achievement Tools) gives educator preparation programs the opportunity to collect and report on evidence of student learning. The level of involvement students and faculty members have with Taskstream LAT varies by program. Information on what is required by program is available online: [Taskstream Requirements for Education Majors](#). Students can use Taskstream's ePortfolio system by linking to work they have already uploaded or by adding new exemplary artifacts. Students may create professional portfolios as part of a course or independently.

Users can access their account by clicking on the Taskstream LAT link in Flashline. For resources on how to use the system, please visit the [College's LAT webpage](#), and click on the appropriate dropdown menu (e.g., "Student Resources" tab for students, "Instructor Resources" tab for faculty, etc.). Taskstream Support: [support@watermarkinsights.com](mailto:support@watermarkinsights.com) or 1-800-311-5656. *Taskstream LAT is an external product that is subject to change by the vendor, Watermark.*





## **Pre-Advanced Study Phase**

Admitted to KSU via admissions (as undergrad or transfer)

### **Admission GPA/Declaring a Teacher Education Programs for Undergraduate Students**

For admission, the College of Education, Health and Human Services considers a student to have established a Kent State University GPA after the student has successfully completed a minimum of 12 Kent State University credit hours. Undergraduate students who have not completed a minimum of 12 Kent State University credit hours will be evaluated for admission into programs based on their high school GPA for new freshmen, or transfer GPA for transfer students. Once a student has successfully completed a minimum of 12 Kent State University credit hours, only the student's Kent State cumulative GPA will be considered for admission into a program.

Students who have completed 12 or more credit hours of previous college-level coursework, either at Kent State University or at another accredited institution, need an overall GPA of 2.75 or higher to declare a College of Education, Health and Human Services major in teacher preparation programs. Transfer applicants who have completed fewer than 12 semester hours of college-level coursework will be evaluated on both collegiate and high school records.

### ***Education Programs***

Admission to teacher education programs are selective. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program, it is required that new freshmen have a 2.75 high school GPA. Students who do not meet the GPA requirements of their intended major may enroll into the EHHS General major until they have established a Kent State GPA of 2.75.

### ***Education Minors***

Admission to the Education minor is selective, open only to students who have a minimum 2.50 overall GPA and are declared in a program area for which the state of Ohio issues a teaching license. Those majors at Kent State are the following: Biology; Spanish; Mathematics; Earth Science; American Sign Language; Classics (Latin concentration); Teaching English as a Second Language; French Literature, Culture and Translation; and German Literature, Culture and Translation.

### ***Education Programs Outside of EHHS***

Kent State University offers two licensure programs outside of EHHS where candidates do not declare the Education Minor: Art Education and Music Education. GPA for admission is listed below:

- Art Education requires a 2.50 cumulative GPA
- Music Education requires a 2.50 cumulative GPA

## Professional Dispositions for Teacher Candidates

Professional dispositions are the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, faculty, and communities. The teacher education faculty believe the following dispositions support student learning and development. Therefore teacher candidates are expected to demonstrate:

- Communication and collaboration
- Fairness and equity
- Ethical behavior
- Professional responsibility

These dispositions are assessed at least three times in a candidate's program:

- Education in a Democratic Society course (see [Appendix A](#))
- A methods course with a field component (see [Appendix B](#))
- Student teaching (see [Appendix B](#))

In addition, a disposition assessment may be completed by a faculty member at any time a situation calls for it. A disposition is considered 'acceptable' if a candidate does not have an outstanding Professional Disposition Plan (PDP) that requires improved performance in specified areas. A candidate may not progress through the teacher education program if they have any PDPs submitted and unresolved at the following three points:

- Applying for advanced study: If a student has an outstanding PDP at the time of application, a student will not be able to apply for advanced study until the PDP is rectified.
- Prior to the student teaching semester: All outstanding PDPs must be completed and cleared prior to the start of student teaching.
- End of student teaching semester: A student with an outstanding PDP during the student teaching semester will not successfully pass student teaching.

## Competency Tests

### What Are the *Praxis* Core Academic Skills for Educators Tests?

*Praxis*™ Core Academic Skills for Educators Tests measure academic skills in reading, writing, and mathematics. These tests were designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs.

### Who Takes the Tests and Why?

The *Praxis* Core tests are used to evaluate individuals for entry into teacher education programs. The assessments are generally taken during the Freshman year. Please be aware that test scores must be on file in 304 White Hall PRIOR to submission of the application for admission to Advanced Study.

Students can be exempted from the Praxis Core individual tests by demonstrating competency in the ACT/SAT tests by earning these scores:

Area	ACT	SAT Verbal	SAT Math
Reading	23	570	-
Mathematics	23	-	570

The recommended Praxis scores that candidates should try to achieve is based on the CAEP 50<sup>th</sup> percentile scores, which are:

Area	CAEP 50 <sup>th</sup> Percentile Praxis Core Scores
Reading	168
Writing	165
Mathematics	162

These CAEP 50<sup>th</sup> percentile scores are subject to change, but not more than 2 points higher/lower than the current scores. Semester/term applicant cohorts (average) for each program (by level and campus) must meet CAEP 50<sup>th</sup> percentile scores.

#### How Can I Prepare for the Tests?

- The [Praxis Series™ Information Bulletin](#) (PDF) provides information on registration, test day procedures and score reporting.
- [Praxis test preparation materials](#) provide detailed study tools for Praxis Core tests, including a Study Companion for each subject.
- Praxis Practice test available in the Instructional Resource Center (IRC) (221 White Hall) free of charge
- The IRC has additional test prep materials

#### Resources recommended by current and former students. Note some may require a fee.

- [Core Math Made Easy](#)
- [Exam Edge](#)
- [Khan Academy](#)
- [Praxis Core for Dummies](#)
- [PraxisPrep](#)

#### Should I Guess?

All test takers receive a score regardless of the number of questions answered or the type of test. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for answering a question incorrectly. It is to your advantage to pace yourself so that you have enough time to carefully consider every question.

#### Retest Policy

Tests are offered continuously and may be taken once every 21 days, not including your

initial test date.

#### Praxis Test Fees (Subject to Change)

\$90 each (\$150 for all 3 tests)

#### Accommodations for Test Takers with Disabilities and Health-related Needs

If a student is eligible for accommodations at Kent State University, he/she may also be eligible for accommodations for the Praxis through ETS. To apply for accommodations through ETS visit <http://www.ets.org/praxis/register/disabilities>. Once you have applied for accommodations, it will take approximately 6 weeks to receive a decision. Due to the length of time it takes to receive a decision on your application, you will need to apply at least 2-3 months prior to the date you need the scores.

#### ***Extended Test Time for Test Takers Whose Primary Language Is Not English (PLNE, sometimes referred to as ESL)***

The *Praxis*® tests are only given in English. If English is not your primary language, you may be eligible for extended testing time. PLNE accommodations are available on all test dates and at all established test centers. Test takers who meet ETS requirements will be allowed 50 percent additional testing time. Click here for more information: [Praxis: For Test Takers: PLNE Accommodations](#)

#### Getting your Praxis Scores

You will be able to view unofficial scores for multiple-choice tests at the test center; however, because of the scoring process, you will not view scores for tests that include constructed-response questions at that time, including the Praxis Writing exam. Test centers cannot provide printed copies of score reports. Your official scores will be supplied to your score recipients and available for you to view, print, and download by accessing the online user account you created. Scores will be available approximately 2–3 weeks after the testing. Scores will be available online for one year from the date they are reported. Online scores are downloadable for one calendar year from the score reporting date. After one year, your score report will no longer be available and you will need to request additional score reports for a \$40 fee (per request). We recommend saving a copy of your score report for future reference.

Please see [Appendix C](#) for the Praxis Handout for additional information.

#### **Admission to Advanced Study**

Admission to advanced study is required of all students in teacher education programs prior to enrolling in upper-division education courses. Upon completion of coursework as determined by program area, students should have satisfied the prerequisites for admission to advanced study. Students must submit an application for advanced study by the second Friday of the term during which all prerequisites for advanced study will be completed, and at least one semester prior to beginning any coursework for which "Admission to Advanced Study" is a prerequisite. Students apply for Advanced Study

through the College of Education, Health and Human Services Student Portal which can be accessed through the Vacca Office of Student Services web page.

Please note: Admission to advanced study is required for students pursuing an undergraduate major that leads to teacher licensure.

### ***Requirements for Admission to Advanced Study***

To manage enrollment and deliver high-quality programs, the faculty will select the most qualified applicants for admission based upon evaluation of competency test scores of reading, writing and mathematics; academic success (cumulative GPA) at Kent State University; non-academic dimensions and other specific program criteria.

Please be aware that reapplication may be necessary if postponing advanced study coursework or if withdrawn for one year or more.

### College Writing

- Students are required to attain a minimum C grade in each writing course ([ENG 11011](#) and [ENG 21011](#) or equivalent) (Integrated Language Arts majors must attain a minimum B grade).

### Mathematics

- The following courses must be completed with minimum C grade for the majors Early Childhood Education, Middle Childhood Education and Special Education:
  - [MATH 14001](#)
  - [MATH 14002](#)
- The following courses must be completed with a minimum C grade for Integrated Mathematics majors:
  - [MATH 12002](#)
  - [MATH 12003](#)
  - In addition, a minimum 2.60 overall GPA in math content coursework is required.

### Pre-Advanced Study Coursework

- To be eligible for advanced study, students must earn a minimum C grade in [CULT 29535](#) and a minimum C grade in one of the following courses (please note that a minimum C grade must be earned in both courses for teacher licensure programs):
  - [EPSY 29525](#)
  - [SPED 23000](#)
- Early Childhood Education majors must earn a minimum C grade in [ECED 10120](#) to be eligible for advanced study.
- Middle Childhood Education majors must complete at least 50% of content area coursework from each concentration (with a C or better) to be eligible for advanced study. Students should meet with their advisor for further guidance.

### Grade Point Average

All students must show evidence of a minimum 2.75 cumulative GPA, with additional conditions for the following majors:

- Adolescence/Young Adult Programs: A minimum 2.60 GPA in the chosen adolescence/young adult content area is required for admission to advanced study, student teaching and graduation. A minimum C grade is required in each course within the content area. The following majors are affected: Earth Science, Integrated Language Arts, Integrated Mathematics, Integrated Science, Integrated Social Studies, Life Science, Life Science/Chemistry and Physical Science.
- Music Education in the College of the Arts must have a 2.50 cumulative GPA and a 2.75 major GPA.
- Art Education in the College of the Arts must have a 2.50 cumulative GPA and a 2.50 major GPA.
- Education Minor: Students must achieve a minimum 2.50 overall and major GPA to declare the Education minor, be admitted to advanced study, participate in student teaching and be recommended for licensure.

All GPA requirements must be met at the time of application.

#### Disposition Assessment/Professional Disposition Plans (PDPs)

Students are required to have completed all professional dispositions plan (PDPs) at the time of application to be eligible for advanced study.

#### Teacher Candidate Acknowledgments and Legal Questions for Licensure

Candidates are required to electronically sign four statements acknowledging that they have read and understand the following areas: background check requirements; professional dispositions; licensure application information; legal questions asked on the licensure application. Statements can be found on the [EHHS Student Portal](#).

The Ohio Department of Education's (ODE) Office of Professional Conduct investigates allegations involving criminal convictions or conduct unbecoming the teaching profession and, if warranted, pursues disciplinary or remedial action against an educator's credentials or application for credentials.

See [ODE's FAQ's](#) for more information and details.

Students who have any questions about how their convictions and/or background checks might impact their ability to get a license should contact the ODE Office of Educator Conduct directly at 614-466-5638.

#### Competency Testing

All students in teacher education programs are required to demonstrate basic competencies in reading, writing and mathematics before progressing in a degree program. Students are required to take the Praxis Core if they have not adequately demonstrated the competencies through their ACT or SAT test scores. Information regarding Competency Tests is available in the Vacca Office of Student Services, 304 White Hall, in the student services offices of the Regional Campuses and [online](#). Students must have all passing

standardized test scores on file in 304 White Hall prior to submission of application for admission to advanced study.

### Non-Academic Dimensions

All teacher education candidates will be evaluated based on 10 identified non-academic dimensions. Each program will evaluate candidates using the rubric below before admittance into Advanced Study. Please see [Appendix D](#).

### **Late Applications for Advanced Study**

Late applications for Advanced Study are allowed up until the deadline (see [Appendix E](#) for an Advanced Study Deadline chart for AY 2019 – 2020) identified for each advanced study term. A late applicant is any student that is applying any time after the scheduled application window for Advanced Study. To go through the late application process, students need to either (a) schedule an advising appointment to meet with your Academic Advisor if you have not recently met with them or (b) contact your Academic Advisor to follow up on a recent discussion about applying late for advanced study. For late applications to be considered for Advanced Study, the student must meet all major specific requirements that have been set forth by their program area. These requirements are listed on the checklist that was provided to the student by their Academic Advisor in the Vacca Office of Student Services.

### **Barriers and Roadblocks for the Pre-Advanced Study Phase**

#### ***Professional Education Warning and Not Permitted to Continue***

Students in teacher licensure programs must have a minimum 2.75 GPA to progress in their program and ultimately graduate. Students whose cumulative GPA drops below a 2.750 for the first time will be placed on Professional Education Warning (PEW). Students have 2 semesters to bring their cumulative GPA up to a 2.75 and must receive a term GPA of a 2.75 for every semester after being placed on Professional Education Warning. Students who fail to meet this requirement will be Not Permitted to Continue (NPC) in their major and will be required to change their major. Students may opt to declare EHSG (see below) until they are able to raise their cumulative GPA up to a 2.75 or may choose to declare another major in EHHS or in another college.

#### ***Education, Health and Human Services General Major***

Students who are not able to declare a major in a teacher education major upon admission to the university or as a change of major student are admitted into the non-degree Education, Health and Human Services General major (EHSG). Students are able to declare a teacher education major once they have established a Kent State University GPA of a 2.75 or higher. Because a degree cannot be earned while in EHHS General, it is important that students declare a major before earning 45 credit hours to facilitate timely progress toward a degree. Students will not be permitted to continue in EHHS General after accumulating 45 credit hours.



***Failure to complete requirements***

Students who do not successfully complete the pre-advanced study requirements as identified above will not be permitted to apply for advanced study until the coursework has been completed or is in progress.

Students are able to apply for advanced study while in progress with required coursework, but will not receive a full approval until the conclusion of the semester when their coursework will be reviewed to ensure that they have successfully completed the required coursework. Students who do not earn the minimum grades for their program will be denied admission into advanced study and will need to reapply when they have completed or are in progress with the courses once again.

Be sure to check the specific grades required for each course within your program. Students will need to obtain approval before they can repeat a course for the 4<sup>th</sup> time.

***Disposition Assessments***

Students must have satisfactory disposition assessments on file to be able to apply for advanced study. Students who are required to complete a Professional Disposition Plan (PDP) must have this resolved and signed before they are able to apply for advanced study.

***Competency Tests***

All students must demonstrate competency in Reading, Writing, and Mathematics before they can be admitted into Advanced Study. Most students will do this through the Praxis Core exams in Reading, Writing, and Mathematics. Students with competitive scores on the ACT/SAT in Reading and Mathematics may be exempt from these tests.

Students with ACT or Praxis Core scores are able to apply for Advanced Study, but will be in the best position possible to be admitted into Advanced Study if they have reached the CAEP 50<sup>th</sup> percentile scores. Support and resources are available for students who are not achieving scores to be competitive for admission.

Please see information about testing requirements for additional information including criterion scores, exemption scores, and resources for support.





## Advanced Study Phase

Admitted to professional courses/field experience phase

### Course Requirements and Content GPA

In the advanced study phase, students continue to take professional courses for their major. These courses may include a combination of methods, content, and field experience coursework. Professional coursework may be within the department itself or may include coursework from other departments or colleges. Students must earn minimum grades in these courses, generally a C or higher. In addition, many programs require a minimum major or content GPA that must be met in order to progress in the major. The catalog for each program area outlines grade requirements for specific courses, a minimum major GPA (if applicable), and the courses that count toward that major or content GPA.

### Field Experience Courses

Teacher candidates engage in a variety of field experiences (i.e., when you are out in schools or other educational settings) throughout their teacher education program. Field experiences may include observations, small group teaching, teaching an entire class and once in student teaching, teaching a full teaching schedule. These experiences also vary in the amount of time teacher candidates are in the field: a full day, half day, class period or two, etc. As stated in the attendance policy, all field experience requirements must be fulfilled to pass the course.

Field experience placements are designed to give teacher candidates the opportunity to experience different learning environments according to grade level, licensure area, content area, and diversity. There are selected courses in each Teacher Educator Program that require completion of field work in assigned placements within P-12 schools. Selected field experience placements are arranged between the course instructor and KSU Vacca Office of Student Services.

The following statements direct the field experience placement process:

- The course instructor will inform teacher candidates of their field experience placement once the placement has been confirmed.
- Teacher candidates may not coordinate their own placements.
- Teacher candidates may not change assignment placements with other candidates.
- Teacher candidates may state geographical preferences for field experience placement, but these requests are not guaranteed.
- Field experience placements will be within a 50-mile radius of Kent State University.

As guests in schools and other educational settings, your presence should reflect professionalism. The following will help to guide you in your site visits as teacher candidates and as representatives of Kent State University:

1. As soon as you receive your confirmation of a placement, please contact the cooperating teacher and make arrangements for the visits. Please be considerate of

the cooperating teacher's schedule and do not wait to the last minute to fulfill your hours.

2. Teachers rely on your commitment and punctuality. If for some reason you are unable to attend the agreed upon times and days for your field experience, please contact the teacher or school/site office and your KSU course instructor to let them know of your absence. In case of emergency, please contact the school and leave a message the day the emergency occurs.
3. Field experience is the beginning of a professional career in teaching and principals and teachers may be asked to provide recommendations for future employment. Thus, professional conduct and appearance are important. It lets others know who you are as a professional. So while we recommend that you follow the standards of professional conduct and appearance as specified by the school's teacher handbook or by the administrator in charge, teacher candidates may also want to consider their own, higher standards if the situation warrants.
4. District handbooks often address length and style of hair, beards and moustaches, piercings, style of dress, tattoos and length of skirts. If you feel the standards asked of you are unreasonable and you are unable to conform to these standards, please consult with your university supervisor or the director of clinical experience before taking issue with the administrators in the assigned building. Program areas may also have specific guidelines to follow.
5. Transportation is your responsibility. Carpooling is encouraged whenever possible because of the limited parking available at schools/sites.
6. Whenever possible, please schedule a few minutes to meet the Building Principal. This offers you the opportunity to learn the preferred way to enter classrooms, meet teachers and address your specific goals. When observing, please find an area in the room away from the classroom activities and follow the teacher's lead for interactions and classroom involvement with his/her students.
7. Teachers and schools expect that KSU guests not "chit chat" while in their classrooms and remain on-task throughout the scheduled times in their classrooms. Talking to anyone, including other KSU students visiting the classroom with you, will interfere with the learning environment. No food or beverages are to be consumed in the classroom unless it is part of the classroom activities approved by the cooperating teacher.
8. When it is time to end the visit, please leave as quietly as possible. If the opportunity is there to thank the teacher for the visit, it is an appreciated and courteous gesture.
9. If you write an observation report (as a course requirement), write what you saw or heard, without recording judgment or criticism. Remember to omit names of teachers, children, other school personnel and the school name and district so as to maintain a professional policy of confidentiality.
10. In your development as a teacher candidate, your fieldwork must be given first priority over other personal obligations and commitments. In addition, you must conduct yourself in a professional manner, including dress, speech, personal habits and overall courtesy.
11. Any indication of drug and/or alcohol use will result in removal from the placement site.

### Absences from Field Experiences

Personal illness and death in the immediate family are the only reasons accepted as excused absences from field experiences. If either event occurs, the teacher candidate must notify the cooperating teacher and university supervisor prior to the absence. In addition, the teacher candidate must inform both the cooperating teacher and university supervisor about the date of return to the field. Absences, late arrivals, and/or early departures from field experiences may result in additional time in the field or removal from the field experience. Extensive absences will be addressed on a case by case basis and may require a medical note.

### Passing Field Experiences and Courses

Teacher candidates must meet the field experience requirements in order to earn a passing grade for the course. The following actions constitute a failing grade for a field experience:

- Chronic tardiness or absences from field experiences
- Failure to meet the field experience time and work requirements set forth by the course instructor
- Participation in behavior that would result in dismissal of a teacher from employment

### ***Being Removed from Field Experience***

Quite often, a field experience component is included as part of a university course. If a teacher candidate is asked to leave a field experience site, the student will need to repeat the course the following time the course is offered. Instructors do not need to find another placement for a teacher candidate if they were asked to leave a school site.

### **Finger Printing/Background Check**

Once in advanced study, teacher candidates will be required to complete a variety of observations, field experiences, and student teaching.

Prior to attending any public institution, students must complete both a BCII and FBI background check/fingerprinting evaluation before they are allowed to enter their field sites.

- [College of EHHS Handbook](#)
- Teacher candidates are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned “school/agency” on or before the first day of the semester in which observations, field work, and/or student teaching/internship takes place.
- These background checks must be renewed each year a teacher candidate is in the field.
- BCII and FBI background checks require current, state issued identification (driver’s license or a state identification card issued by the Bureau of Motor Vehicles) and must be paid for by check or cash.

For students on the Kent campus, the background checks and fingerprinting can be completed in the Instructional Resource Center (IRC), Room 221 White Hall, during operating hours. Contact the IRC to verify dates and hours of operation at 330-672-2353.

Cost for the BCII is approximately \$25.00, but is subject to change, and can be paid with cash or check (payable to IRC@KSU).

Cost for the FBI fingerprinting is approximately \$30.00 and can be paid with by cash or check (payable to the IRC@KSU).

Students at the regional campuses may contact their local ESC - Educational Service Center.

Students must bring current state issued identification (driver's license or identification card). Students are responsible for the payment of this fee at the time of service.

- Both of these background checks must be mailed to the teacher candidate. Do not send the results of background checks to Kent State University or the student teaching site. Both of these background checks are required when applying for initial licensure as well. Student teachers may need to update their background checks when applying for licensure.
- Both background checks expire after one year (valid 12 months/365 days from the date of issue). Request a copy to be sent to the Ohio Department of Education if this check will be within one year of applying for licensure.

Neither the Vacca Office of Student Services nor your faculty views these results. For any questions, student teachers can review the Standards for Licensure and Employment of Individuals with Criminal Conviction concerning the results of background checks. This document can be viewed on the Ohio Department of Education website at [education.ohio.gov](http://education.ohio.gov). Locate "Teachers" in the topic menus bar at the top of the homepage, from there go to "Educator Conduct," and then "Effects of Convictions on Licensure." For additional help, contact the ODE Office of Professional Conduct. Their phone number is 614-466-5638. For further questions regarding the directions, please contact the Clinical Experience Office in the Vacca Office of Student Services at 330-672-2870.

### **Professional Dispositions for Teacher Candidates**

During advanced study, students will continue to be assessed using the Professional Disposition Assessment for Teacher Candidates at Kent State University. If at any time there is an issue with professional dispositions, an instructor may complete a disposition assessment when a situation calls for it. In most cases where there are issues with professional dispositions, a professional development plan (PDP) must be created and completed before a candidate continues through the program. *A candidate may not progress through the teacher education program unless evidence shows that progress toward meeting the professional dispositions is underway.* By the completion of student teaching, all

disposition assessments must be rated as acceptable. A copy of the disposition assessment can be found in [Appendix B](#).

## Modules

As teacher candidates progress through their teacher education programs, they will be required to successfully complete a variety of learning modules that have been designated by the state of Ohio. These modules must be completed in order for the teacher candidate to be cleared for graduation.

Modules are located in the [Student Portal](#). Sign in and click on the link for *Teacher Education Modules*. The modules that will be completed prior to graduation are:

1. Ohio Resident Educator
2. Dyslexia\*
3. Ohio School Operating Standards
4. Ohio Standards for Professional Development
5. Opioid Use Prevention
6. Value-added 1 and 2

*\*If you are in the ECED, MCED or SPED programs, you will NOT complete the Dyslexia module.*

Depending on your program, these topics/concepts will be expanded on in different ways. You can take these at any time, however, you will find that some programs will have you complete the module for homework and then have discussions or activities in class. All modules must be successfully completed before you graduate.

## Apply for Student Teaching/COST

In most cases, students will apply 1 year in advance of the semester in which they would like to complete their student teaching experience. Applications for the student teaching experience must be submitted to the Office of Clinical Experiences via the student portal.

- To find the application, go to the [Student Portal](#) and log in. From the menu, choose “Clinical Experience”, then choose “Student Teaching Application” and follow the prompts. If you have concerns or questions about a portion of the application, the Director of the Office of Clinical Experience is Mike Englert and he can be reached at 330-672-0541 or [mengler8@kent.edu](mailto:mengler8@kent.edu)

In many cases, applications are required one year in advance - please see the clinical website for deadlines.

## If a student is interested in student teaching overseas/COST

Kent State students can student teach in overseas English-language schools through COST—The Consortium for Overseas Student Teaching. Offering you a world class cross-cultural and international professional educational experience. Placements are available in

such sites as Australia, Bahamas, China, Costa Rica, Ecuador, France, Germany, Greece, Ireland, Mexico, The Netherlands, New Zealand, South Africa and Spain.

Dates to submit application to Dr. Martha Lash at [mlash@kent.edu](mailto:mlash@kent.edu) / 330-672-0628

Spring 2020: Application due by June 1st, 2019

Summer 2020: Application due by November 15th, 2019

Fall 2020: Application due by January 15, 2020

### **Required Trainings for Student Teaching**

Teacher candidates must also complete required certificate programs before they can be cleared for their student teaching experience. Certificates for ALICE, Child Safety, and AED/CPR must be uploaded to the clinical experiences link via the [Student Portal](#).

The AED/CPR certificate must be current. If renewal is required and students have had the initial CPR/AED training in a live classroom, an on-line “renewal” can be accepted from any CPR program that is endorsed by either the *American Heart Association* or the *American Red Cross*.

There are now several options available online for renewal that students can use, just be sure it includes both child and adult CPR training, and the certificate is good for two years. Students are always welcome to sign-up for the CPR trainings offered on the Kent Campus on selected Saturdays. A list is provided on the [EHHS website](#) and the trainings are now FREE to students. Even if it is a ‘renewal,’ you can still ‘re-take’ the initial class with Kent State and get another two-year certificate.

### **Applying for Graduation**

Students applying for graduation should complete the online graduation application available through FlashLine by published deadlines. The online graduation application is used for all degree and certificate programs.

To access the online graduation application:

1. Log into [FlashLine](#), then click on Student / Resources / Graduation.
2. Review and acknowledge the Important Information Concerning Your Graduation Application page.
3. Select and submit your curriculum.
4. Select and submit your graduation term.
5. Review your information for accuracy and submit your request.
6. Print the Graduation Application Acknowledgment page for your records.
7. View submitted graduation applications by clicking on the link at the bottom of your acknowledgment page or from the link on the Student Category/Resources Page/Graduation Section.
8. Once the information has been submitted, it will be reviewed and acted on appropriately by your college or Regional Campus office.
9. Any questions about applying for graduation should be referred to your advisor/advising office.

## **Barriers and Roadblocks for the Advanced Study Phase**

### ***Professional Education Warning and Not Permitted to Continue- Student in Advanced Study***

Students in teacher licensure programs must have a minimum 2.75 GPA to progress in their program and ultimately graduate. Students whose cumulative GPA drops below a 2.75 for the first time will be placed on Professional Education Warning (PEW). Students have 2 semesters to bring their cumulative GPA up to a 2.75 and must receive a term GPA of a 2.75. Students who fail to meet this requirement will be Not Permitted to Continue (NPC) in their major and will be required to change their major. Students may opt to declare EHSG (see below) until they are able to raise their cumulative GPA up to a 2.75 or may choose to declare another major in EHHS or in another college.

If you are Not Permitted to Continue (NPC) in your major, you will be deregistered from any Advanced Study courses that you are enrolled in for the next term. You will be unable to take any Advanced Study courses until your GPA is back up to a 2.75 and you declare your teacher education major.

### ***Failure to Complete Course Requirements***

Students who do not successfully complete their professional coursework may not be able to progress to the next set of courses in their major, depending on established prerequisites listed in the catalog. Students will need to obtain approval from their advisor before they can take a course for the 4<sup>th</sup> time. Additional limits may apply for courses that include a field experience.

In some cases, courses are required to be taken together in a set block of courses. If a student passes some courses in the block but not all courses in the block, they will be required to repeat only the courses that did not earn the minimum grade before they can move on to the next block.

Students who have repeated courses several times and have not successfully passed may be encouraged to explore other majors, including Educational Studies or majors in Arts and Sciences or EHHS (i.e., An Integrated Social Studies major may want to look into the History major).

Students will not be permitted to student teach until they have completed all required courses for their program with minimum required grade with the exception of Student Teaching and Inquiry Seminar.

### ***Educational Studies and Other University Majors***

Students who are struggling to maintain the required GPA or who are otherwise not successful in their teacher education program may wish to explore the Educational Studies major. This degree completion program allows students in teacher education programs to maximize the use of the credits they have already earned while allowing a student to stay on track to graduate as planned. Educational Studies is a non-licensure program and does not qualify candidates to apply for a teaching license at graduation. Students are able to

create a self-guided major with their remaining coursework and are encouraged to add minors or certificates to help prepare students for their career or graduate school goals. A 2.500 is required to declare and graduate with a Bachelor of Science degree in Educational Studies.

Students may also want to explore parallel majors in the College of Arts and Sciences (ie: History for Integrated Social Studies, English for Integrated Language Arts majors). Note that additional requirements will need to be determined by an advisor for that program area.

***Professional Dispositions for Teacher Candidates***

Students must have satisfactory disposition assessments on file to qualify for student teaching. Students who are required to complete a Professional Disposition Plan (PDP) must have this resolved and signed before they are cleared for student teaching.





## **Student Teaching Placements**

Before a student teaching placement will be arranged, student teacher candidates must maintain eligibility to student teach according to catalog policy. The eligibility criteria includes coursework requirements, GPA, disposition standards, student teaching prerequisite trainings (Child Safety, CPR, and ALICE), and any other criteria as specified by their Program Area Faculty and/or College. The following are important points to guide the student teaching placement process:

1. Prior to participating in their student teaching semester, student teacher candidates are required to enter the [Student Portal](#) to complete the Student Teaching Application. Using the Clinical Experience link, students will complete the Student Teaching Application one year prior to student teaching. Importantly, Student Teaching Application deadlines are program specific. Information on program timelines is available each semester on the Clinical Experience website.
2. Student teachers are not permitted to student teach in the same school district where they are employed, relatives are employed, their children are attending, or from where they have graduated within the last 10 years.
3. Generally, placements are made within a 50-mile radius of the Kent Campus and/or the student teacher's residence. Student teachers are responsible for having reliable transportation to and from their placement site and for all other necessary travel that is a part of student teaching.
4. The Vacca Office of Student Services must make all arrangements for student teaching on the Kent Campus. Arrangements made any other way will not be recognized as valid. Under no circumstances will prospective student teachers contact any school district personnel with the intention of securing their own placement.
5. The Clinical Experience Placement office reserves the right to change a student's placement site if it is deemed to be inappropriate, insufficient, or contrary to the expectations, policies, and practices of our teacher preparation programs.

## **Consortium of Overseas Student Teaching (COST) Program**

Students may complete student teaching in a school abroad. However, the same procedures for applying for student teaching apply, including applying for student teaching with the Vacca Office of Student Services (VOSS) one year in advance and completing all required trainings before the start of student teaching. Students must submit an additional application to the Consortium of Overseas Student Teaching (COST) program to complete student teaching in another country. For more information on the COST program and deadline dates for application submissions, please visit the [COST program website](#).

Depending on the program, student teachers can complete their entire student teaching semester or a portion of it abroad. If students complete student teaching for an entire semester abroad, they must complete all edTPA requirements while there. If students

complete student teaching for a portion of the semester, they must complete the edTPA before going abroad.

All professional conduct and expected behaviors for domestic placements for student teaching apply to all student teaching placements abroad. In addition, student teachers are required to comply with all requirements of the school abroad. Student teachers should communicate with their supervisors and mentor teachers abroad before beginning their student teaching.

### **On-the-Job Student Teaching Placements**

Student teaching is considered to be the culminating experience in the preparation of student teacher candidates. The expected student teaching experience includes coaching, mentoring, modeling, exploring, reflecting, and more. In very limited cases, when extraordinary circumstance(s) exist, a student teacher who is currently employed as a classroom teacher in the content area in which they are seeking licensure, may submit a written application to complete the student teaching requirement 'on-the-job'. Each request will be examined on an individual basis based on the following criteria:

1. All program standards for eligibility to student teach must be met and the Student Teaching Application must be submitted to 304 White Hall. Registration in the appropriate student teaching course and seminar (if required) for the semester is mandatory.
2. Student teaching will consist of a full-time supervised experience, in accordance with the standard length of time as prescribed by your program area. All student teaching assessments and assignments must be completed, including required trainings and the edTPA, unless specified otherwise by the Program Coordinator or Program Director.
3. The school principal and superintendent of your school district must endorse their support of your student teaching experience via formal letters addressed to the Director of Clinical Experiences, 304 White Hall, Kent State University. These letters should be attached to the Student Teaching Application. The principal and superintendent must also identify a classroom teacher employed in the cooperating school with the same license/certification and at least three years of experience, who will serve as your mentor during the student teaching experience.
4. Your current teaching position must represent your intended area of license/certification. For example, if you are teaching Spanish at the high school level, then your license/certification request must be in that content area and with the appropriate age level.
5. A university supervisor will be assigned to you during your student teaching experience and will observe and evaluate your performance. The university supervisor will observe you in your classroom. All student teaching evaluation forms will be completed by the university supervisor and the mentor teacher, and submitted to 304 White Hall by the end of the student teaching semester.
6. An 'On-the-Job' application (see [Appendix F](#)) must be submitted to the Director of Clinical Experience, along with the other forms and information listed above. The beginning and ending dates for your student teaching experience will be arranged

by the Director of Clinical Experiences, 304 White Hall, in coordination with your respective program faculty.

Any further questions or concerns should be addressed to the Director of Clinical Experiences, 304 White Hall, phone (330) 672-0541, fax (330) 672-6277.

### **Exceptions to Student Teaching**

In order to participate in the student teaching experience, the teacher candidate must have met all of the program requirements in order to be fully eligible. This includes having an overall 2.75 GPA, and having met the major GPA as required by individual programs. Eligible students must have completed all required courses, received a rating of “acceptable” on all program disposition assessments, and completed all required trainings (Child Safety, CPR/AED, and ALICE). In rare circumstances, exceptions may be made with the approval of the Director of Educator Preparation in the College of EHHS. Students seeking approval for an exception must complete the appropriate Exceptions to Student Teaching Form (see [Appendix G](#)) and abide by the following:

1. The teacher candidate must meet with a professional advisor to review graduation and student teaching requirements. The professional advisor will give the teacher candidate the forms needed to request an exception to student teach and review the directions of this process.
2. The teacher candidate must meet with a faculty advisor to review the situation. The faculty advisor will include comments and indicate whether he/she supports the request for an exception to student teach of the Exceptions to Student Teaching Form.
3. The teacher candidate must return the forms to 304 White Hall.
4. The professional advisor will review the teacher candidate’s situation, paperwork and add comments as appropriate.
5. The Director of Educator Preparation will review the request, make the final decision to accept or reject the request, and notify the teacher candidate, the faculty advisor, the professional advisor, and the Director of Clinical Experiences of the final decision.
6. The completed Exceptions to Student Teaching form will then be scanned into the student’s KSU Advising file.

### **Professional Conduct and Expected Behaviors**

While working as a student teacher, it is important to conduct oneself in a professional manner at all times. In addition, there are a number of professional behaviors that are expected of all student teachers. The following guidelines outline the professional expectations for all student teachers:

1. The student teacher, cooperating teacher, and university supervisor should meet together to cooperatively address problems as they arise. If needed, the Program Coordinator will be contacted by the Director of Clinical Experiences for faculty advisement.

2. Successful student teaching is a collaborative effort. Student teachers must realize their responsibilities as learners, studying the teaching-learning process, and as co-teachers, increasing instructional responsibilities from day-to-day.
3. In general, student teachers will follow the same school policies and expectations that are followed by licensed teachers.
4. Student teachers must be punctual when arriving at school, attend scheduled classes, and attend meetings in accordance with school regulations.
5. Student teachers must become familiar with and abide by school policies, and maintain confidentiality about student or school personnel issues.
6. Student teachers must keep their university supervisor informed about progress, problems, or any other matters needing the supervisor's attention.
7. The teaching profession requires that its members possess high standards of personal conduct, a neat personal appearance, and good personal hygiene. Student teachers must follow the common standards of professional conduct and the personal appearance standards as specified by the placement site's teacher handbook or by the administrator in charge.
8. Student teachers are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school on or before the first day of the semester in which student teaching will take place. When completing background checks, request that both, the BCII and FBI results, are mailed to the student teacher. NOTE: Do not send background check results to Kent State University or the student teaching placement site.
9. Student teachers will be removed from a placement site if there is any indication of drug and/or alcohol use on school property or at school functions.
10. In case of illness or an emergency that will result in an absence from student teaching, student teachers must contact their cooperating teacher immediately. The university supervisor must be notified as well, whether or not an observation is planned. The student teaching absence form must be signed by the cooperating teacher, the student teacher, and the university supervisor.
11. Student teachers in the state of Ohio do not have the legal status of licensed personnel. A student teacher must never administer corporal punishment as a means of discipline.
12. Student teachers are not permitted to administer medications to students.
13. The student teaching experience is considered a full-time job that requires the full commitment and professional dedication of students. Student teachers should not expect to be employed, nor compensated, by any other agency or institution during the regularly scheduled hours of their student teaching placement.
14. Student teachers are not permitted to be regularly employed or compensated as teacher aides, tutors, or substitute teachers.
15. For serious problems or problems that continue after a warning has been issued to the student teacher, a Professional Development Plan (PDP) will be developed by the cooperating teacher, university supervisor, KSU faculty, and student teacher. The PDP describes the problem area(s) and an action plan to resolve this problem. The PDP will include a timeframe by which this problem must be resolved in order

to pass student teaching. Documentation of all actions pertaining to the implementation of the PDP must be objective, accurate, and thorough.

16. If for any reason the school placement site administration requests that a student teacher be removed from the classroom, the Vacca Office of Student Services will comply with this request.

Refer to the Collaboration in Student Teaching Handbook on the [Clinical Experience webpage](#) for additional information.

## **Student Teaching Performance Evaluations**

### ***Midterm and Summative Student Teaching Performance Evaluations***

All student teachers will be evaluated on their performance during student teaching. The evaluation occurs at the midterm and summative phases of student teaching. The cooperating teacher and university supervisor will complete these student teaching performance evaluations.

1. Use: This evaluation serves as both the midterm and final student teaching evaluation. On the final evaluation, all items must be completed. The scores on this evaluation are utilized to determine whether a candidate has met the expectations of performance for student teaching. The data are used for candidate evaluation and program improvement and monitoring.
2. Content: The tool's items are aligned with the Ohio Standards for the Teaching Profession, InTASC, CAEP, and other relevant elements identified by program faculty and P-12 stakeholders consulted when developing the tool.
3. Scoring: It is completed by both the cooperating teacher and the university supervisor (based on in-class observations and conversations with the candidate). It is important to note that candidates are only expected to achieve the "Meets Expectations" performance level for each standard. The "Exemplary" category is provided to inform the candidate what behavior or achievement is above and beyond what is expected. Standards marked "Exemplary" will not be given any additional weight in point calculation—they are factored in at the same value as "Meets Expectations." Furthermore, an "Exemplary" will not override an "Emerging" or "Below Expectations" of another standard. We advise cooperating teachers and supervisors to use the "Exemplary" rating only when the candidate meets all aspects of the performance standard. To achieve satisfactory performance, a candidate must have no fewer than 17 "Meets Expectations" standard ratings, with no items marked as "Below Expectations" on the final semester assessment.

### ***Disposition Assessments Required for Student Teaching***

A disposition assessment is completed at least three times throughout a teacher candidate's program, which includes during Education in a Democratic Society, a methods course with a field component, and student teaching. In addition, a disposition assessment may be completed by a faculty member at any time a situation calls for it. A candidate may not progress through the teacher education program unless evidence shows that progress toward meeting the disposition standards is underway. By the completion of student

teaching, all disposition standards must be rated as “Meets Expectations.” After a faculty member, or university supervisor, has completed the disposition assessment, an email will be sent to the candidate indicating that the assessment form needs to be signed. It is the teacher candidate’s responsibility to sign the form by going to the [Student Portal](#). If in the judgement of Faculty or Supervisors, a Professional Development Plan (PDP) is needed, the candidate will be directed through an email to create a PDP in the [Student Portal](#). Without the teacher candidate signature (and completion of the terms of the professional disposition plan if one is required), application for advanced study, student teaching, and graduation will be denied.

**The Professional Development Plan (PDP) steps and procedures:**

1. A PDP will need to be completed for any candidate who
  - a. Receives an “Emerging or Below Expectations” on one of the disposition assessment standards
  - b. Does not have the "Does Not Need to Complete a PDP" box checked by the evaluator on the disposition assessment form
2. Teacher candidates complete the PDP by entering what they will do to improve their performance on the assessment standards on which they received a “Below Expectations.”
3. The PDP must be completed by the due date specified on the Disposition Assessment form completed by the evaluator. Teacher candidates are responsible for completing the PDP and arranging a meeting with their evaluator to have it approved.
4. The teacher candidate and evaluator have access to modify the PDP until the evaluator electronically signs the document in the EHHS Faculty/Staff Portal.
5. Once the evaluator has signed the document, the candidate will also need to sign it also in order for the document to be considered complete.

***Teacher Performance Assessment (edTPA) Basics***

All student teachers will complete the Teacher Performance Assessment (i.e., edTPA) by the deadline set by the Director of Teacher Education or your program (whichever is earlier). The edTPA is a subject area specific, performance-based assessment for pre-service teacher candidates, focused on student learning. Developed at Stanford University and administered by Pearson, this portfolio process will evaluate a teacher candidate’s ability to create and assess an effective lesson sequence, teach all students, and reflect on the teaching process. Each teacher candidate will develop a portfolio of artifacts, including lesson plans, video clips of instruction, student work samples, teacher assignments, analyses of student learning and reflective commentaries. Specifics necessary for each portfolio are designated clearly in edTPA handbooks.

Materials, including all handbooks and templates for each portion, guides on making good choices and other items to support your completion of your edTPA portfolio, will be available online for all student teachers via Blackboard Learn (see the edTPA Student Teaching page) and all can also access materials via the [student edTPA site](#). In the early weeks of the student teaching semester, the teacher candidate will distribute a letter to

inform students and parents of the edTPA process, including the video clips necessary for the portfolio. A consent form will be collected by the teacher candidate to obtain parent/student permission to participate in the edTPA process. For all teacher education programs, the final deadline for edTPA submissions is the end of the 10<sup>th</sup> week, however, if a program has an earlier due date specified by the Inquiry Seminar instructor, the earlier date is the due date for that program.

Under current university practice, all edTPA portfolios are sent for national scoring. To pay for this and other supports for the process, a fee of \$100 is assessed for undergraduates to your student account each semester during your junior and senior years, with the maximum charge capped at \$400. Graduate students are assessed the fee beginning in the first term until the cap is met.

**Completion of the edTPA is one of the requirements for passing student teaching.**

**There is no 'cut score' for passing in general, the only requirement is completion. The College of EHHS defines 'completion' as submission with no condition/error codes, with the opportunity to remediate. However, some programs may use scores in course grading, so students should check their inquiry syllabus to be sure.**

Go to the [edTPA website](#) for more details. Students should also go to the edTPA link available online in *Flashline* using the *Blackboard* link.

## **Modules**

Students in a teacher licensure program must demonstrate mastery of several topics that are legally mandated by the state of Ohio for all teacher education programs. While most of these topics are integrated into our programs, introductory modules have been created that will introduce you to additional topics required by law.

The following modules must be completed successfully by teacher candidates before graduation:

1. Ohio Resident Educator
2. Ohio School Operating Standards
3. Ohio Standards for Professional Development
4. Opioid Use Prevention
5. Value Added 1 and 2
6. Dyslexia

These modules are included in the requirements of various courses throughout each program and must be completed in the [Student Portal](#).



## **Student Surveys**

### ***Ohio Resident Educators' Survey***

To gather information on alumni satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio Resident Educators who complete their preparation in Ohio receive an invitation to complete the survey in the fall semester as they enter Year 2 of the Resident Educator program (Ohio Educator Preparation Provider Performance Report: Kent State University, 2017). Survey results are reported as part of the state's educator performance reports. [Kent State University's performance reports](#) are accessible online.

### ***EHHS Alumni Survey***

To gather information on job placement and alumni satisfaction with the quality of their educator preparation programs, Kent State distributes a survey to graduating students. This survey will be distributed via email.

## **Barriers and Roadblocks for the Student Teaching Phase**

### ***Professional Education Warning and Not Permitted to Continue***

Students in teacher licensure programs must have a minimum 2.75 GPA to progress in their program and ultimately graduate. Students whose cumulative GPA drops below a 2.75 for the first time will be placed on Professional Education Warning (PEW). Students have 2 semesters to bring their cumulative GPA up to a 2.75 and must receive a term GPA of a 2.75. Students who fail to meet this requirement will be Not Permitted to Continue (NPC) in their major and will be required to change their major. Students may opt to declare EHSG (see below) until they are able to raise their cumulative GPA up to a 2.75 or may choose to declare another major in EHHS or in another college.

If you are Not Permitted to Continue (NPC) in your major, you will be deregistered from any Advanced Study courses in which you are enrolled for the next term including Student Teaching and Inquiry Seminar. You will be unable to take any Advanced Study courses until your GPA is back up to a 2.75 and you declare your teacher education major.

### ***GPA for Student Teaching***

Before being approved for student teaching, students must have a 2.75 cumulative GPA and major/content GPA (where applicable) that is required for graduation as listed in the catalog. Students who do not meet the minimum GPA for student teaching will be required to retake courses and reapply for students teaching for the next semester in which student teaching is offered for that program.

### ***Failure to Complete Requirements Before Student Teaching***

Students will not be permitted to student teach until they have completed all required courses for their program with the exception of Student Teaching and Inquiry Seminar. Students will be reviewed for eligibility for student teaching by the Vacca Office of Student



Services (or equivalent for Regional campuses) and assigned a status the semester before they intend to do student teaching to identify any missing requirements that must be resolved before student teaching. Students will be checked again immediately before student teaching begins to ensure they have successfully completed all courses.

Students who are missing requirements will have their student teaching placement on hold and will not be permitted to student teach until the missing requirement has been resolved and addressed. If students have remaining requirements missing, they will need to delay student teaching until the following semester. Students can request to have an exception granted, which allows them to student teach with missing requirements. To make this request, students must meet with their faculty advisor and complete a petition for exception to this policy called an “[Exception to Student Teaching](#).” Note that approval of these exceptions is extremely rare and only granted for extenuating circumstances.

### ***Educational Studies and other Majors in Arts and Sciences***

Students who are struggling to maintain the required GPA or who are otherwise not successful in their teacher education program may wish to explore the Educational Studies major. This degree completion program allows students in teacher education programs to maximize the use of the credits they have already earned while allowing a student to stay on track to graduate as planned. Students who decide to change from their teacher education program to Educational Studies must inform the Director of Clinical Experiences, their program coordinator, and meet with a professional advisor in the Vacca Office of Student Services. Educational Studies is a non-licensure program and does not qualify candidates to apply for a teaching license upon completion of this major. Students are able to create a self-guided major with their remaining coursework and are encouraged to add minors or certificates to help prepare them for their career or graduate school goals. A 2.500 is required to declare and graduate with a degree in Educational Studies.

Students may also want to explore parallel majors in the College of Arts and Sciences (ie: History for Integrated Social Studies, English for Integrated Language Arts majors). Note that additional requirements will need to be determined by an advisor for that program area.

### ***Professional Dispositions for Teacher Candidates***

Students must have satisfactory disposition assessments on file to pass student teaching. Students who are required to complete a Professional Development Plan (PDP) must have this resolved and signed before they are able to pass student teaching, graduate, and apply for a license.

### ***Failure to Complete Student Teaching***

On rare occasions, students who start a student teaching placement are unable to complete student teaching. There are a variety of reasons for this, which can range from medical or personal circumstances to performance in student teaching. Each situation is reviewed and evaluated on a case by case basis and there is the potential for a variety of outcomes.

### ***In Progress (IP)***

The University policy on IP Grades states: The mark 'In Progress' (IP) may be given to students to indicate that work is in progress toward a thesis, dissertation, research, individual investigation or a similar effort that requires additional time beyond a semester. A grade will be given when the work is completed. The IP mark can be utilized only in designated courses and remains a terminal mark if the student does not complete the requirements for the course. For courses required for a degree or certificate, a grade must be given before the credential may be granted. The IP mark is not counted in grade point averages.

An IP is granted when the student needs additional time to complete the requirements for a course but has otherwise been making progress toward completion and is in good standing in the course. Assignment of this grade is at the discretion of the instructor of the course and is not guaranteed. If an IP grade is submitted, the student will need to complete the remaining requirement in a subsequent term before a grade and credit can be earned.

### ***Withdrawal***

The University policy on W grades states: The mark 'Withdrawal' (W) denotes that the student has withdrawn from the university or from any individual course without evaluation. For courses in the College of Podiatric Medicine, this mark is given to students who withdraw prior to midterm exams. The W mark is not counted in grade point averages.

A student may elect to withdraw from student teaching if they are within the withdraw period. In this case, a student will not earn a grade or credit for student teaching. If approved, the student will need to register and pay for student teaching a second time in a future semester. The decision to withdraw within the timeline allowed is up to the student but communication with the instructor is critical. The student should talk with their faculty advisor about the potential for returning in the future to retake student teaching. Students may also want to consider Educational Studies or another degree.

### ***Failing Grade in Student Teaching***

An instructor may assign a grade in student teaching of F (as well as SF or NF) indicating that student teaching was not completed successfully. The F grade counts into the major and cumulative GPA. A student who fails student teaching is not able to graduate with a degree program in teacher education. Students should communicate with their instructor and faculty advisor to see whether the possibility of returning in a subsequent semester for student teaching is possible. If approved, the student will need to register and pay for student teaching a second time in a future semester. Students may also want to consider Educational Studies or another degree.



## Applying for Licensure

To apply for an initial license in the State of Ohio:

1. Create an ODE SAFE Account: Before accessing the online licensure application, you must first let ODE know who you are by creating a SAFE account. This is a secure ODE web portal account. Opening a SAFE account requires an Ohio driver's license or an Ohio state ID. Those who do not hold such Ohio identification may apply for a SAFE account, but it may take approximately 2 weeks to complete the identification process and successfully create an account.
  - a. What is [SAFE](#)?
  - b. [Help and User Guide](#)
  - c. Create [SAFE Account](#)

Your SAFE account is not complete until you open the e-mail sent to you from ODE and click on the link.

2. Licensure Pre-application: Once all final grades are posted for the applicant's licensure program and all licensure exams are passed, the applicant is now ready to complete the online [Licensure Pre-application](#) on the [Student Portal](#) which, once complete, will link to the online licensure application on the Ohio Department of Education website. The Pre-application MUST be completed for processing and review of the licensure application.

Please review this chart to determine what license to apply for and its cost:

Program Completed	License	Cost
Early Childhood Associate (2-year Associate Degree program)	Five-Year Associate	\$200
Educational Interpreting (Bachelors or Masters level)		
School Counseling	Five-Year Professional	\$200
School Psychology		
Speech Pathology/Audiology		
Principal		
Superintendent	Four-Year Resident Educator	\$160
All other initial licensure areas, including any undergraduate, post-undergraduate, and graduate level programs. Examples: Early Childhood Education at the undergraduate or graduate level, Master of Arts in Teaching, Special Education at undergraduate or graduate level, Library Media, etc. (this is not an inclusive list).		

### ***What Needs to be on File in 304 White Hall Before Applying for Licensure?***

- [Licensure Pre-application](#) on the [Student Portal](#) which, once complete, will link to the online licensure application on the Ohio Department of Education's website.
- Passing test scores ([Praxis II](#), [OAE](#), [ACTFL](#)) required for licensure.
- Copy of prospectus or plan of study (not a transcript) listing licensure course requirements for graduate and non-degree students.

- Principal applicants must provide a letter from your school district verifying a minimum of 2 years of employment and indicating the specific grade levels in which you have taught.
- Superintendent applicants must provide a letter from your school district verifying 3 years of employment.
- Teacher Leader Endorsement applicants must provide proof of Master's degree completion if degree was completed at another university.
- Teacher Leader Endorsement applicants must provide a letter from your school district verifying 4 years of employment.

Any of the above items can be uploaded through the online Licensure Pre-application.

**NOTE:** If any of the above is incomplete or missing, the licensure application will be denied.

### ***When to Apply for a License?***

ODE and the Vacca Office of Student Services always recommends that students apply for licensure immediately following graduation, regardless of whether they have secured a job in Ohio. Students who fail to apply for licensure within 12 months of program completion will have their coursework reviewed and may be subject to additional requirements.

After 12 months, applicants must meet State approved program/licensure requirements that are in effect at the time of application. This means that students who apply after the 12 month deadline may have to take additional coursework if the content, methods courses, program requirements, or licensure requirements have changed from the catalog.

If it has been more than 12 months since program completion, the applicant must complete the Applying for Licensure 12 Months or Later After Program Completion [form](#) and forward it to the program coordinator ([undergraduate](#) or [graduate](#)) prior to applying for licensure.

If a student does not apply for their license within 6 years, they are subject to any additional state licensure requirements and are also subject to additional coursework based on changes in areas such as content, age of coursework and changes in program requirements. A minimum of 9 credit hours will be required to apply for licensure after 6 years of program completion. (Please see the form under [Appendix H](#))

### **Adding an Endorsement or Teaching Field to an Existing License?**

If coursework is completed to add an Endorsement to an existing license (examples: Reading K-12, Transition to Work, 4th/5th Endorsement, Middle Childhood Generalist, Teacher Leader, etc.) or a teaching field within the same licensure area and grade levels as a current license (examples: already hold a Mild/Moderate Intervention Specialist License and want to add Moderate/Intensive, or want to add a third and/or fourth concentration area to a Middle Childhood License), then complete the online [Pre-application](#) for licensure on the [Student Portal](#) which, once complete, will link to the online licensure application on the ODE website. The Pre-application MUST be completed for processing and review of the

licensure application. On ODE web site, click on 'My Credentials' (not My Applications). Then, click the check box on the right under 'add an area.' Choose the endorsement you are applying to add. The cost is \$20 and the effective year matches the current license.

#### Applying for a Second License?

If the applicant is already licensed and applying for licensure in a different teaching area and/or grade level(s) from a current license (for example, current license is an Early Childhood license and want to add Intervention Specialist, or Integrated Language Arts and want to add Library/Media), please review this chart to figure out the license and cost:

Current License	License	Cost
4-Year Provisional	4-Year Resident Educator	\$160*
5-Year Associate		
5-Year Professional	5-Year Professional	\$200*

\*If current license was renewed with the same effective year, cost is \$20

Complete the online [Pre-application](#) for licensure on the [Student Portal](#) which, once complete, will link to the online licensure application on the ODE website. The Pre-application MUST be completed for processing and review of the licensure application.

#### ***Fingerprinting Information***

FIRST OHIO LICENSE: When an individual submits an application for their very first license issued by ODE, a BCI and FBI background check report, completed within 365 days of the date the application is received, must be on file at ODE.

#### Bureau of Criminal Investigation (BCI) Electronic Fingerprinting (for the State of Ohio)

- This can be done in the Instructional Resource Center (IRC) in room 221 White Hall during operating hours. For current hours, contact the IRC at 330-672-2353.
- The cost is \$25.00 and can be paid with cash, check, or money order made payable to: IRC @ KSU.
- You must bring current, state issued identification (driver's license or ID card).

The results will be mailed to the address you give at the time of fingerprinting. This is your only official copy of your results. The IRC and the Vacca Office of Student Services do not have access to your results. You can obtain additional official copies for a fee from BCI (740-845-2375). BCI electronic fingerprinting can also be done at any WebCheck location in Ohio.

#### FBI Electronic Fingerprinting (Federal)

- This can be done in the IRC in room 221 White Hall during operating hours. For current hours, contact the IRC at 330-672-2353.
- The cost is \$30.00 and can be paid with cash, check, or money order made payable to: IRC @ KSU.
- You must bring current, state issued identification (driver's license or i.d. card).

The Ohio Department of Education does not accept BCI or FBI paper and ink fingerprints. All BCI and FBI fingerprint information must be submitted electronically.

- [How Criminal Conviction/Conduct Affects Licensure](#)
- [ODE Office of Professional Conduct - Statutes and Rules](#)

## **Assessments Required for Licensure**

### ***Praxis II and OAE (Ohio Assessments for Educators)***

Licensure Requirement (not required for graduation): Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. See [Ohio Department of Education-Educator Preparation](#) website for more information on assessments specific to licensure type. Please pay close attention to the chart on the website - some licensure areas require Praxis II and/or OAE, or other test(s). Taking and passing the licensure tests prior to graduation is strongly encouraged (but not required).

### ***ACTFL (American Council on the Teaching of Foreign Languages)***

If you are completing a licensure program for a World Language (i.e., Spanish, French, etc), you are required to take a content knowledge test and a test on your education knowledge. Your content test will be taken through ACTFL - a system of assessing and ensuring the spoken and written language proficiency of candidates for licensure to teach world languages. [Click here](#) to access the ACTFL/LTI Web site for more information about world language tests. See below for information about the test for education knowledge (Praxis II and OAE).

## **Letters of Completion**

A Letter of Completion is a special service that we offer to our students which provides verification you have successfully completed all graduation requirements and/or your licensure application is currently under review at the Ohio Department of Education.

There are four different types of letters:

1. Letter of Intent: If you need a letter verifying you are on the graduation list and intend to graduate in an upcoming term and year, the notification you receive from our office of being ON TRACK for graduation serves this purpose.
2. Degree Completion: This letter is for students who have received the 'Cleared for Graduation' email from the Vacca Office of Student Services and are awaiting the arrival of their diploma. If an official letter is required for Degree Completion, students should contact their EHHS Professional advisor for assistance.
3. Licensure Completion: This letter will be available to students three weeks after the graduation ceremony. You can request this letter by completing the Pre-application for licensure and checking the appropriate box. The letter provides verification you have successfully completed all licensure requirements and that your licensure application is currently under review at the Ohio Department of

Education. In order to be eligible to receive a letter of completion you must meet ALL of the following criteria:

- Cleared for Graduation
- Passing Licensure test score(s)
- Completed [Pre-application](#) for licensure in the [Student Portal](#) and licensure application completed through ODE

If you have already completed the [Pre-application](#) for licensure and DID NOT mark the box to receive a Licensure Completion letter, please contact the Vacca Office of Student Services office at 330-672-2862 and you will be directed accordingly.

4. Early Letter of Completion: This letter is only for students who have secured a long-term substitution or a full-time teaching position, prior to being cleared for graduation. This is not to be used for a short-term substitution position. To request this letter, contact Kathy Zarges at [kmzarges@kent.edu](mailto:kmzarges@kent.edu).

## **Alumni Surveys**

### ***Ohio Resident Educators' Survey***

To gather information on alumni satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio Resident Educators who completed their preparation in Ohio receive an invitation to complete the survey in the fall semester as they enter Year 2 of the Resident Educator program (Ohio Educator Preparation Provider Performance Report: Kent State University, 2017). Survey results are reported as part of the state's educator performance reports. [Kent State University's performance reports](#) are accessible online.

### ***EHHS Alumni Survey***

To gather information on job placement and alumni satisfaction with the quality of their educator preparation programs, Kent State distributes a survey to graduating students. This survey will be distributed via email.

## **Applying for a License in Another State**

Students who are interested in obtaining a teaching position in other states will need to research the requirements for each state individually. The first step is to go to that state's Department of Education website for information and look for 'out of state teachers'. Each state is different in terms of what they require for licensure. Even if a student intends to teach outside of Ohio, it is strongly recommended that students still apply for their Ohio teaching license upon program completion. This makes the process of applying out of state and the process easier if a student decides to return to Ohio to teach in the future. Holding an Ohio teaching license may exempt students from another state's licensure tests or additional coursework, but it will vary by state.



## Academic Advising

Academic advising plays an essential role in helping students formulate sound educational and career plans based on their interests, abilities, and academic classification. Meeting with an academic advisor can help students transition to college life, choose a major or minor program of study, provide academic support referrals, assist with career exploration, and much more. Over the course of a student's college career, their relationship with their advisor is expected to grow from one of mentorship to one of professional connectivity and mutual respect.

### **Vacca Office of Student Services (VOSS)**

The Vacca Office of Student Services (VOSS) is located in room 304 White Hall with an on-site location in the Gym/MACC Annex. The office provides the highest level of service and support to students, faculty, administrators, alumni and the larger community. As partners in the academic success of students, the staff strives to be responsive to the needs of its students and at the same time uphold the academic standards and professional integrity of Kent State University, outside agencies and accrediting groups. The office works together as a team to be knowledgeable, helpful, efficient, and consistent, yet understanding of the diversity of students served.

The office provides:

- [Advising](#)
- [Field and Student Teaching Placement Coordination](#)
- [Praxis and Licensure Information](#)

And much more! Visit the [VOSS website](#) for more information.

VOSS is a multi-faceted office that serves a variety of needs for students in EHHS including: required specialized undergraduate advising, recruitment and retention, reviewing and monitoring students' progress through entry into and completion of programs, placement of potential teachers and American Sign Language/English Interpreting students for field and final student teaching/practicum, clearing for graduation for all EHHS students across all campuses, licensure for all licenses under ODE that the university provides, support of multiple EHHS led education abroad opportunities, programming and data management for the use of this office as well as applications used throughout the college, and support for undergraduate programs through curriculum development and advocacy at the college, university and state levels.

Students are required to meet with their undergraduate advisor each semester before they are able to register for classes starting with their admission to the university through graduation. VOSS has a specialized advising model where one primary advisor is assigned to all students in their respective major. With the specialized model, the advisor is able to get to know their students and establish professional relationships with them- getting to know their goals, strengths, and challenges. In addition, as a specialized advisor, the advisor is afforded the opportunity to work closely with faculty within the program to gain



a solid understanding of the major and concentrations, collaborate on student issues, and stay current on curriculum changes.

Academic advisors in VOSS work with their assigned student caseload with the primary goal of assisting students for persistence and progress toward graduation. Advisors work with students on ensuring their academic progress using the Graduation Planning System, GPS (which includes a Graduation Audit System and Academic Plans) and reviewing Kent Core, course sequencing, pre-requisite courses, and progression requirements. In addition, advisors work with students to set academic, professional, and personal goals during each advising appointments. Students set short and long term goals as well as action steps toward achieving their goals. Through academic advising, students learn about opportunities such as minors, education abroad, and career related clubs and organizations. Students who are struggling academically receive academic interventions if they are issued Early Alerts, are placed on Academic Probation, or if they are struggling at midterms. Students on academic probation are required to complete an Academic Success Contract with their advisor within the first 3 weeks of the semester.

### **The Advising Partnership**

Advising is seen as a partnership between the student, professional academic advisor, and faculty advisor.

#### Role of Faculty Advisor

- Offers expertise in subject matter
- Provides career guidance and serve as a mentor for students
- Communicates and models a sense of ethical integrity and professionalism
- Guides students in career goals by providing referrals when appropriate
- Assists students in understanding and accepting their unique abilities, interests, skill sets and limitations within their chosen field
- Collaborates with Professional Advisor Liaison

#### Role of Specialized Primary Role Academic Advisor

- Assists students with the selection of Kent Core, pre-professional and major coursework
- Works with students on creating, updating, and maintaining their GPS plan
- Knows and reviews academic policies, procedures, curriculum, and graduation requirements with students
- Teaches students about relevant resources, technology, and make referrals
- Provides students with information about major alternatives, program changes, and consequences of academic decisions
- Helps students assume ownership for their educational plans, decisions, and achievements
- Serves as a student advocate/ombud/liaison
- Collaborate with Program Coordinators and Faculty Advisors

### Shared Role of Faculty and Professional Advisor

- Assists students in the development of skills and abilities
- Provides a supportive environment to assist students in achieving their academic goals
- Maintains advising records for students

### Role of Student

- Sets realistic goals and action steps each semester that align with your academic plan
- Is actively engaged in advising appointments each semester
- Learns about your program, policies, and procedures
- Utilizes the tools and resources to assist with academic planning
- Follows through with deadlines and referrals
- Comes to advising appointments prepared with a list of courses selected

## **Transfer and Regional Campus Students**

### ***Transfer Students***

Transfer students from other colleges/universities hoping to major in a College of Education, Health, and Human Services program should complete an application for admission to Kent State University online. Upon admission and after receiving notice of completion of a transfer evaluation, students should meet with an advisor in the Vacca Office of Student Services, 304 White Hall. An advisor will determine applicability of transfer credits to an education program and recommend course work for the upcoming semester. Advisors will also explain the registration procedures and requirements for admission to Advanced Study. In some cases, students may be referred to the appropriate faculty member for a determination on specialized courses.

### ***Advising Regional Campus Students***

Students attending a regional campus who are pursuing a teacher licensure program to be completed at the Kent campus are strongly encouraged to meet with an advisor in the Vacca Office of Student Services, 304 White Hall early on in their program. It is important for students who plan to complete their program at the Kent campus to meet with an advisor in a timely manner to prevent delays in program completion and ensure a smooth transition. Students who plan to complete a teacher licensure program at one of the regional campuses must meet regularly with an advisor at that campus.

# Assessment and Accreditation

## Accreditation

Kent State University's educator preparation programs are accredited through May 2023 by the National Council for Accreditation of Teacher Education (NCATE), which has been consolidated into the Council for the Accreditation of Educator Preparation (CAEP). The next self-study and site visit, which will occur in fall 2022, will be under the CAEP

Standards:

1. Content and Pedagogical Knowledge
2. Clinical Partnerships and Practice
3. Candidate Quality, Recruitment, and Selectivity
4. Program Impact
5. Provider Quality, Continuous Improvement, and Capacity

For more information on NCATE/CAEP accreditation, please visit the [College of EHHS website](#) or [CAEPnet.org](#).

As part of the accreditation process, the educator preparation programs are also reviewed by Specialized Professional Associations (SPAs), the [Ohio Department of Higher Education \(ODHE\)](#), and/or other accrediting agencies. Please see the [Assessment and Accreditation Flowchart](#) for a detailed summary of the reporting structure.

## Specialized Professional Associations (SPAs)

SPAs outline content-specific standards that define and advance their professions. It is important to note, SPAs are not accreditors—they are program-specific bodies that extend recognition to programs that meet their standards. The recognition decisions are used as evidence of program quality for the CAEP accreditation process (specifically Standard 1). In order to meet SPA standards, program faculty design assignments and corresponding assessments that represent checkpoints of candidate learning. Much of the data yielded from these assessments are recorded in Taskstream LAT and the EHHS Portal.

Undergraduate Programs	Specialized Professional Associations (SPAs)
Art Education	National Association of Schools of Art and Design ( <a href="#">NASAD</a> ) (CAEP-recognized 3rd party accreditor)
Early Childhood Education	National Association for the Education of Young Children ( <a href="#">NAEYC</a> for P-3 licensure track)
Integrated Language Arts	National Council of Teachers of English ( <a href="#">NCTE</a> )
Integrated Mathematics	National Council of Teachers of Mathematics ( <a href="#">NCTM</a> )
Integrated Science	National Science Teachers Association ( <a href="#">NSTA</a> )
Integrated Social Studies	National Council for the Social Studies ( <a href="#">NCSS</a> )

Undergraduate Programs	Specialized Professional Associations (SPAs)
Language (ASL, French, German, Latin, Spanish)	American Council on the Teaching of Foreign Languages ( <a href="#">ACTFL</a> )
Middle Childhood Education	Association for Middle Level Education ( <a href="#">AMLE</a> )
Music Education	National Association of Schools of Music ( <a href="#">NASM</a> ) (CAEP-recognized 3rd party accreditor)
Special Education (Deaf Education, Mild/Moderate, Moderate/Intensive)	Council for Exceptional Children ( <a href="#">CEC</a> )
Teaching English as a Second Language	Teachers of English to Speakers of Other Languages ( <a href="#">TESOL</a> )

### Assessment of Candidate Performance – Unit Level

The Unit Assessment System is designed to collect, analyze, and evaluate data that informs the Unit about candidate qualifications and progress through their programs. The assessment system is a changing, responsive body of work that adapts to changes in standards and the needs of educator preparation. The table on the next page summarizes the assessments common across all undergraduate, initial licensure programs. Graduate initial licensure programs use these same assessments, but rely on different competency tests (GRE and Praxis CORE, rather than ACT/SAT and Praxis CORE); dispositions are evaluated using the same instrument, but within different courses.

<b>Data Sources &amp; Focus</b>	<b>Description and Outcomes</b>	<b>Timing of Assessment</b>	<b>Data Collection &amp; Analyses</b>	<b>Monitoring &amp; Dissemination</b>
<i>Competency Tests</i> in reading, math, and writing (ACT, SAT, Praxis CORE)	ACT and SAT tests are administered by ACT, Inc., and College Board respectively. Praxis CORE is administered by Pearson and is a nationally-recognized standardized test used with educator preparation program candidates.	Candidates applying to advanced study must demonstrate competency in these three areas: ACT Reading or SAT EB-W can be substituted for Praxis CORE Reading if the score is sufficient. ACT Math or SAT Math can be substituted for Praxis CORE Math if the score is sufficient. Praxis CORE Writing is the only recognized competency test for writing. ACT and SAT tests are typically taken at the time of university application, while Praxis CORE tests can be taken any time prior to application to advanced study.	Scores are reviewed by faculty and analyzed as needed to make admission decisions.  Data are analyzed by faculty annually.	EHHS Portal
Disposition Assessment (deployed three times)	Assesses Professionalism, Work Ethic, and Personal Qualities.  If there are areas for improvement, the instructor and candidate construct a Professional Disposition Plan (PDP), which has goals and a timeline for completion (see details below).	Three times: 1. Education in a Democratic Society (first year of undergraduate enrollment, usually) 2. Methods course that has a field experience (second or third year of undergraduate enrollment) 3. Student teaching (last semester of enrollment).	Three times: 1. Instructor 2. Instructor 3. University supervisor and mentor teacher.  Data are analyzed by faculty annually.	EHHS Portal
Ohio Assessments for Educators (OAE): 1. Pedagogy 2. Content	State Licensure Exam, Assessment of: 1. Principles of learning and teaching specific to content area 2. Program specific content.	Candidates can take this at any time, but they must pass prior to applying for licensure.	The OAE is scored by Pearson, and then the data are analyzed by faculty annually.	EHHS Portal

<b>Data Sources &amp; Focus</b>	<b>Description and Outcomes</b>	<b>Timing of Assessment</b>	<b>Data Collection &amp; Analyses</b>	<b>Monitoring &amp; Dissemination</b>
Student Teaching Evaluations	<p>The instrument is modeled on the Ohio Standards for the Teaching Profession, as well as CAEP and ISTE standards.</p> <p>Unsatisfactory performance at midterm results in a prescriptive professional development plan; unsatisfactory performance at the final results in remediation (e.g., repeat student teaching, additional placements).</p>	Two times during student teaching, once at mid-term and once at the end of the experience.	Mentor teacher, candidate, and the university supervisor complete, and then the data are analyzed by faculty annually.	EHHS Portal
edTPA	Three part assessment that explores candidates' ability to plan, instruct, and assess a learning segment and reflect with purpose on student outcomes.	Completed during the first half of the teacher candidacy semester, submitted in week eight.	The edTPA is scored by Pearson (national scoring), and then the data are analyzed by faculty annually.	EHHS Portal
SPA Assessments	SPA assessments vary by program, and are aligned with professional standards.	Most SPA Assessment sequences include the OAE licensure test (referenced above), a project or test of content knowledge (may include course grades if SPA recommends use), a unit plan, the student teaching evaluation (referenced above), edTPA (referenced above) or reflective teaching assignment, and an assessment requiring collaboration with families or incorporation of social justice in to teaching.	Varies; data are analyzed by faculty annually.	Varies; either Taskstream LAT, EHHS Portal, or internally to the program.

### ***Professional Dispositions for Teacher Candidates***

Professional dispositions are the professional attitudes, values, and beliefs, demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, faculty, and communities. These dispositions are assessed at least three times in a candidate's program: Education in a Democratic Society, a methods class with a field component, and student teaching. In addition, a disposition assessment may be completed by a faculty member at any time a situation calls for it. A candidate may not progress through the teacher education program unless evidence shows that progress toward meeting the disposition standards is underway. By the completion of student teaching, all disposition standards must be rated as acceptable. After a faculty member has completed the disposition assessment, an email will be sent to the candidate indicating the assessment form needs to be signed. It is the candidate's responsibility to sign the form by going to the [Student Portal](#). If in the faculty judgment, a professional disposition plan is needed, the candidate will be directed through an email to create one at the student portal address above. Without this signature (and completion of the terms of the professional disposition plan if one is required), application for advanced study, student teaching, and graduation will be denied.

In the case of two dispositions (see below), there are serious consequences candidates need to be aware of:

- Understands and maintains confidentiality related to student records, personal family information, and student ability/disability in educational programming in order to protect the child's and family's privacy, unless disclosure serves a professionally compelling purpose or is required by law.
- Obtains and uses audio recording, video recording, and still images of minors solely for course-related purposes only after having obtained written consent from the parent/guardian and the school/center. At all times, the educator protects the identities of individuals portrayed, never engaging in the public sharing of any digital images on social media sites, in public or private discourse, or for personal gain without explicit parent/guardian and school/center permission.

Failure to comply with the above rules is a violation of university policy and may result in disciplinary action. Failure to adhere to these confidentiality rules may also constitute a violation of state and federal law.

Copies of the Disposition Assessment are available in [Appendix A](#): Education in a Democratic Society Version and [Appendix B](#): Full Version

### ***Student Teaching Evaluation***

This evaluation – deployed as a mid-term and final evaluation – serves as a performance assessment of a candidate's clinical experience, and is completed by both the cooperating teacher and university supervisor. Scores are based on in-class observations and conversations with the candidate. To achieve satisfactory performance, a candidate must have no fewer than 17 "Met" standard ratings. "Exceeded" ratings are for information only, and are counted the same as "Met" ratings for the purposes of evaluation. The "Exceeded" category simply describes a level of performance to strive for as an in-service teacher. The

tool's items are aligned with the Ohio Standards for the Teaching Profession, InTASC, CAEP, and other relevant elements identified by program faculty and P-12 stakeholders consulted when developing the tool.

A copy of the Student Teaching Evaluation is available in [Appendix K](#).

### ***edTPA***

edTPA is a performance-based, subject-specific assessment and support system used by more than 600 teacher preparation programs in some 40 states to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.<sup>1</sup>

Candidates are evaluated on 15 rubrics, and scoring is done through Pearson.

<sup>1</sup>*Direct quote from the [edTPA website](#), retrieved August 2018*



## Regional Campuses

Students may begin their Kent Core coursework for any of the teacher education programs at any of the regional campuses. Depending on the program of choice, students would then transfer to another campus to complete their degree. Students must still apply for advanced study via the [Student Portal](#).

In order for students to apply for advanced study on the Kent campus, they must have the pre-advanced study coursework complete as well as other requirements designated by the various departments. Some licensure programs may be completed in their entirety at designated Regional campuses.

### **Associate of Science in Early Childhood Education Technology (AAS/ECET) And Bachelor of Science in Early Childhood Education (BSE/ECED)**

*KSU Tuscarawas & Salem Campuses*

The AAS/ECET and the BSE/ECED program can be completed in its entirety at the KSU Tuscarawas and KSU Salem campuses. The organization of the program varies slightly since it is a 2 + 2 program. Students are able to earn the AAS/ECET prior to applying for the advanced studies portion of the BSE/ECED program. The advanced study program is composed of 4 semesters of coursework where Kent has 3 semesters of the same coursework in a similar sequence.

Admission into the Bachelor's degree Early Childhood Education program is selective and requires successful completion of the Associate of Applied Science in Early Childhood Education Technology. Following the successful completion of the Associate Degree, students complete a four-block sequence of advanced coursework while gaining teaching experience.

Completion of the Associate degree in Early Childhood Education does not guarantee admission into the last 2 years of the baccalaureate program. Students seeking admission to this program must meet all professional requirements for admission to advanced study and have a minimum cumulative 2.75 GPA in all previous undergraduate coursework. Faculty will select the most qualified applicants based upon the number of available student spaces, students' standardized test scores (Praxis Core), essay, interview and cumulative GPA.

Applications are submitted in the spring and/or summer semester with a new cohort of students beginning each fall. Classes are sequential and only offered once each year.

### **Bachelor of Science in Middle Childhood Education (BSE/MCED)**

The BSE in MCED program may be started at any campus but students need to transition to either the Stark campus, Geauga campus, or the Kent campus to complete it. This usually happens during their 4th semester.

### *KSU Stark and Geauga Campuses*

The BSE/MCED program may be completed in its entirety at KSU Stark or KSU Geauga. While it is possible to complete the degree program in four years by taking 16-18 credit hours each semester, it is more probable that 4.5 years will be needed for certain combinations of concentrations.

- Students can apply to the Stark campus MCED Advanced Study program in the Fall and Spring for a Fall start only. The Stark campus MCED Advanced Study online application is available each Fall and Spring semester on the Stark campus MCED department site.
- Applications are due on the second Friday after the start of the term in which you are applying
- The Stark campus MCED Advanced Study program will only consider Advanced Study applications during the summer cycle if seats are still available.

The MCED program has selective admission criteria. The faculty will review your application for admission to Advanced Study using the following criteria (Note: you are competing against the other students applying in the same term that you are applying). There is no minimum or maximum number chosen each year; only qualified applicants will be accepted.

- Overall GPA (minimum 2.75, but highest possible overall GPA is best – see the top of your GPS Audit for your overall GPA).
- [Passing Praxis Core Scores or Equivalent Required for Advanced Study](#)
- Completion of Pre-Advanced Study coursework as outlined on the [Checklist for Admission to Advanced Study](#)
- Taking a majority of content area courses and Kent Core requirements. When faculty consider your application, they look to see how many courses you will have left after the Advanced Study coursework. Anything beyond a semester's worth of coursework (15 hours) may result in a student being advised to apply at a later time when more coursework is completed. This is often decided on a case-by-case basis; meet with an academic advisor to determine your eligibility.

\*KSU Stark Students interested in ECED also have the option to transition to the KSU Tuscarawas or Salem campuses. Students will speak with an advisor at the Tuscarawas/Salem campuses as soon as they begin the program, as the sequence of coursework and timing for the application to advance study varies from the Kent campus and could delay their graduation with a BSE degree by 1 year.

### **Transitioning from a Regional Campus to the Kent Campus**

If students are attending a Regional Campus and considering the Kent Campus in a future semester, there are many resources available to ensure a successful transition. There is no additional application required. In order to obtain the best possible foundation for academic success, it is recommended that students complete the following minimum academic achievements before transitioning to the Kent Campus:

- Successfully complete any developmental coursework as prescribed by an academic advisor.
- Successfully complete 12 semester hours of coursework.
- Achieve a minimum cumulative GPA of 2.00.

For students who are planning to transition from a Regional Campus to the Kent Campus, these steps may help ensure a smooth process:

1. [Meet with Your Regional Campus Academic Advisor](#)
2. [Visit the Kent Campus](#)
3. [Meet with a Kent Campus Academic Advisor](#)
4. [Register for Classes](#)
5. [Apply for Financial Aid and Scholarships](#)
6. [Apply for On-Campus Housing](#)
7. [Review Payment Options](#)
8. [Purchase a Parking Permit](#)

Submit official transcripts from every post-secondary institution you attended. Applicants with fewer than 12 semester hours of college coursework should also submit an official high school transcript including ACT or SAT scores.

Use the links below to learn more about making the transition to the Kent Campus:

- [Transfer and Transition Visitation Program](#)
- [Daily Campus Tours](#)
- [Academic Advising](#)
- [Housing](#)
- [Student Financial Aid](#)

# Professionalism and Academic Expectations

## Professionalism

Your professionalism is critical for your success as a teacher candidate and soon-to-be licensed teacher. In this section, criteria will include expectations of when you are in schools and other field sites, dress attire and overall professional and ethical conduct.

## *Professional and Ethical Conduct*

Throughout a teacher education program, teacher candidates are expected to consistently demonstrate appropriate professional and ethical conduct. Teacher candidates' dispositions will be evaluated a minimum of three times throughout the program (see Disposition Assessment). These dispositions are expectations that are specific for pre-service teachers. However, the Ohio Department of Education's [\*Licensure Code of Professional Conduct for Ohio Educators\*](#), will also be expected when teacher candidates are in field experiences. The first six principles also apply to teacher candidates when they are working with school districts. These 6 principles are outlined below, along with some specific actions that would be considered unprofessional and/or unethical conduct:

1. *Educators behave in a professional manner, realizing that one's actions reflect directly on the status and substance of the profession.*
  - a. Disparaging a colleague, peer or other personnel while working in a professional setting (e.g., teaching, coaching, supervising or conferencing) on the basis of race or ethnicity, socioeconomic status, gender, national origin, sexual orientation, political or religious affiliation, physical characteristics, age, disability or English language proficiency.
  - b. Using technology to intentionally host or post improper or inappropriate material that could reasonably be accessed by the school community.
2. *Educators maintain a professional relationship with all students at all times, both in and outside the classroom.*
  - a. Committing any act of sexual abuse of a student or minor or engaging in inappropriate sexual conduct with a student or minor.
  - b. Committing an act of cruelty to children or an act of child endangerment (e.g., physical abuse, mental injury, or emotional abuse).
  - c. Soliciting, encouraging, engaging or consummating an inappropriate relationship with a student or minor.
  - d. Disparaging a student on the basis of race or ethnicity, socioeconomic status, gender, national origin, sexual orientation, political or religious affiliation, physical characteristics, academic or athletic performance, disability or English language proficiency.
  - e. Using inappropriate language, gestures or signs at any school-related activity such as racial slurs, biased, lewd or lascivious expressions.
  - f. Provoking an altercation between students or provoking or engaging in a physical altercation with students, that is not for the purpose of ensuring the health, safety and welfare of students.

- g. Failing to provide appropriate supervision of students, within the scope of the educator's official capacity, which risks the health, safety, and welfare of students or others in the school community.
  - h. Knowingly contributing to or knowingly failing to intervene in the harassment, intimidation or bullying of a student.
  - i. Using technology to promote inappropriate communications with students.
- 3. *Educators accurately report information required by the local board of education or governing board, state education agency, federal agency or state or federal law.*
- 4. *Educators adhere to federal, state, and local laws and statutes regarding criminal activity.*
- 5. *Educators comply with state and federal laws related to maintaining confidentiality information.*
- 6. *Educators serve as positive role models and do not use, possess or unlawfully distribute illegal or unauthorized drugs.*

In addition to the dispositions and principles listed above, there are other ways that teacher candidates need to demonstrate an appropriate professional and ethical conduct. For example, it is important to not engage in plagiarism when creating unit and lesson plans. Cite references and resources when ideas and content are being used.

Collectively, these expectations are for pre-service and in-service teachers; however, these also include coaches and extracurricular leaders. For those of you holding such a position or role, The Office of Professional Conduct has created '[tip sheets](#)' for appropriate professional behavior and social media use.

### ***Expectations in Schools and Other Field Sites***

All individuals associated with Kent State University and in particular, teacher education, are guests in the schools and other sites we use for our field experiences. As guests, we must follow the guidelines and policies at the school/site in which we are attending, which may include a dress code, time of arrival/departure, social media, due dates for unit and lesson plans, etc. It is each person's responsibility to learn about the field sites' expectations. It is important to note each time you walk into a field experience site, you are representing Kent State University and your teacher education program. How you demonstrate your professionalism matters.

In addition to the field sites' expectations, KSU teacher education programs also expect their teacher candidates to comply with the following:

- Dress appropriately and professionally (see dress attire section).
- Arrive at least 15 minutes before the start of school or your expected time to teach.
- Sign in at the front office and receive a visitor's pass.
- Provide the front office your BCI/FBI check. Have them make a copy and retain your original.
- Introduce yourself to the administrative staff, administrators and other support staff, especially if you are student teaching or at the site for an extended period of time. The administration and staff should know who you are.

- Be prepared for your teaching lessons, which includes having unit and/or lesson plans completed by the due date, all copies made, materials gathered, classroom space is set-up and ready for the first lesson.
- Communicate professionally and effectively with your mentor teacher, university supervisor, other school teachers and potentially parents and families. It is your responsibility to ask your mentor teacher the best modes of communication – email, text, phone call and to which number(s) and during which times (e.g., before 10pm and after 6am). If you will not be able to be at the school or will be late, you are to communicate with your mentor teacher immediately.
- Engage with the students. Demonstrate that you want to be a teacher and enjoy being at the field site working with the students.
- Discuss with your mentor teacher the timeframe of when you will observe, when you will begin teaching (e.g., to a small group, one class period) and their expectations of you during each phase of your experience at the school. Even when observing, it is important to still engage and interact with the students.
- Take initiative. It is important to learn as much from your mentor teacher as possible, but it is also important to bring new ideas to the teacher and students – whether that be for a teaching lesson, classroom design and organization, resources available to students, etc.
- Your departure time is established by your instructor (if in field experience) or no earlier than 15 minutes after the end of the school day. Prior to leaving, make sure all materials and equipment are put away and you have discussed the next observation/teaching day with your mentor teacher.
- Respond positively to constructive collaboration with your mentor teacher and supervisor and demonstrate a commitment to professional development.

### ***Professional Dress Attire***

How you dress will leave an impression on the teachers, administration, students and staff. As previously stated, we are guests in the schools and other field sites. It is exceedingly important to dress the part of a professional teacher. You may observe a teacher that may be wearing something inappropriate or not in the guidelines outlined below and feel it is acceptable for you to wear similar attire. Unfortunately, that is not the case. They are licensed teachers and have been hired by the school district. If they are breaking any dress code, it is up to their administration to inform them. As a teacher candidate, you do not have the social capital to push the boundaries with how you dress. We strongly recommend that you follow these guidelines:

- Professional clothes may include: dress pants, dress shirts, khakis, suits, skirts, dresses, button-down or polo shirts, sweaters, ties, socks, shoes that do not include flip flops, crocs, etc. (\*physical education teacher candidates may wear athletic attire).
- No casual clothing, such as jeans, hoodie sweatshirts, t-shirts, or clothes with tears or holes in them, should be worn.
- No revelation of undergarments or exposure to private body parts, including when bending forward or raising arms above the head.
- Hair should be clean, neatly styled, and out of your face.

- Cover all tattoos unless the school district allows tattoos to be revealed.
- Fragrances should be kept to a minimum to be sensitive to individuals with environmental sensitivities.

## **Social Media and Personal Communication**

Forms of social media, such as Twitter, Instagram, Snapchat, Facebook, etc. are pervasively being used by adults, teenagers and some children of a younger age. Although social media has some benefits, we have to be cautious in how we are using such mediums to communicate publicly with others. In this section, guidelines will be provided for faculty, staff and teacher candidates to consider when using personal and/or professional social media forums.

### ***Personal Social Media Accounts***

As future teaching professionals, it is important for you to have a professional and clean image – both in person and on social media and the Internet. As you enter into a teacher education program, we highly recommend you engage in the following:

- Google yourself. Learn what ‘comes up’ when you are Googled. Most school districts will Google you before they accept whether you can come to their school for a field experience/student teaching. Other audiences with whom you might not be aware are teachers, parents and even students. In the very near future, you will be looking to be employed as a licensed teacher and do not want unprofessional social media use to be the reason why you do not get hired.
- Remove any and all images and posts that may be misconstrued or considered ‘unprofessional.’ For example, pictures of you drinking alcohol, that are sexually provocative, holding a gun, etc.
- Research which images and posts that you are tagged in or somehow connected with your ‘friends’ or ‘followers,’ because even if you did not post or tweet the image/comment, but someone else did and linked you to it, you will still be identified with that image/comment.
- Sensor your posts/tweets/comments so that they are not discriminatory or offensive.
- Do not use social media while in the schools or other field experience sites.
- As a future professional that will serve the public, we suggest you conduct yourselves with integrity in all situations. You never know who could be taking pictures or video of your behavior that may be exposed to KSU, a school district or other prospective employer.

### ***Social Media and Personal Communication Related to Students***

In your teacher education programs, you will learn about the importance of getting to know your students and building rapport with them. This, of course, takes time and an ethic of care. It is important to remember that you want to be friendly with your students, but to not become friends, especially for those of you who will only be a few years older than your students. We have outlined behaviors and actions that **should not occur** when working with students:

- Do not become ‘friends’ or accept ‘following’ requests from students on any social media or video gaming networks.
- Do not post pictures of students on your personal social media. If a school uses social media and you have received permission to post/tweet on their social media site then that is acceptable.
- Never give out a personal phone number or email to students.

## **Attendance Policy**

Teacher candidates are expected to attend all classes and field experiences. If an emergency situation occurs or a teacher candidate is ill, you need to contact your mentor teacher, instructor and/or your university supervisor immediately. It will be up to your instructor/coordinator to determine if the absence is deemed ‘excused.’ Unexcused absences, in accordance to the course syllabus, can lower your course grade or disallow you from completing the required number of hours in your field experience. If you do not complete the field experience in its entirety and at a passing level, you may have to retake the course.

Excessive absences while student teaching may result in a) having to make up the number of days to meet the state requirement in the current placement, b) receiving an In Progress (IP) to complete the requirements at a later time or c) removal from the placement and failure of student teaching.

## **Student Code of Conduct or Statement of Students’ Responsibilities**

College can be one of the most exciting, yet one of the most demanding experiences of your life. This is particularly true for students with teacher education majors or minors in the College of Education, Health, and Human Services. Because of State licensing standards and accreditation guidelines, our students are subject to rigorous admissions criteria, coursework, and professional requirements. Our programs are complex and multi-faceted. Although numerous faculty and staff are prepared to assist you with your program of study, you, the student, are ultimately responsible for meeting all requirements and deadlines. Specifically, you are accountable for:

- Knowing and satisfying degree requirements
- Meeting regularly with your professional academic advisor and faculty advisor
- Meeting the required deadlines

For more information, refer to the [Student Responsibilities section in the Undergraduate Catalog](#).

## **Professional Warning and Not Permitted to Continue**

### ***Professional Education Warning***

Students in teacher preparation programs in the College of Education, Health, and Human Services are required to maintain a cumulative 2.75 grade point average to progress in their program and to be eligible to student teach or complete final practicum. If a student’s



cumulative GPA falls below a 2.75 they are placed on Professional Education Warning in accordance with the professional education warning policy stated in the [Undergraduate Catalog](#). In order to remain in the program, students must meet the following TWO conditions:

1. For next semester and every semester thereafter, a term grade point average of 2.75 or above must be achieved.
2. A 2.75 cumulative grade point average must be achieved within two semesters of receiving the professional education warning.

Failure to meet either one of the conditions listed above will result in being Not Permitted to Continue in the student's declared program. Please note that students declared in a non-degree program are no longer considered degree-seeking and may not be eligible to receive financial aid. All students on professional education warning are expected to maintain regular contact with their advisor in the Vacca Office of Student Services, 304 White Hall. An appeal of this decision is directed to the Associate Dean of Undergraduate Student Services, College of Education, Health and Human Services, 304 White Hall.

### ***Not Permitted to Continue***

[Full policy available on the University Catalog](#)

Undergraduate students not progressing academically in their selected academic program will be deemed Not Permitted to Continue based on criteria established by their program area. The criteria set forth by each program area can be found under the program section of the University Catalog. Students enrolled in a program that has Not Permitted to Continue criteria will be notified upon entrance to the program. Prior to being deemed Not Permitted to Continue, students will receive a minimum of one warning and will be required to work with an advisor in their academic unit to develop a plan for continuation. The plan will include all actions necessary to continue in current program, the opportunity to declare a different program, a timeline of when actions should occur, and next steps if actions are not followed. Students who have received a warning the previous term will be reviewed during end-of-term processing to determine their status regarding continuation in their current program. Students deemed ineligible to continue in their current program and who have not identified and declared a different program within two weeks after grades post will be administratively moved to the Degree Pathways Alternatives non-degree program. They also will be removed from all applicable courses in their former major. Students administratively moved to Degree Pathways Alternatives and enrolled at the Kent Campus will receive academic advising in University College; regional campus students will receive advising in their assigned advising unit. Students deemed Not Permitted to Continue and who are subsequently enrolled in Degree Pathways Alternatives will not be able to register for courses until they meet with an advisor to complete a new plan for continuation, which will include selecting a degree program at a time specified on the plan. In addition, students will no longer be eligible to receive Federal Title IV or state financial aid until they enroll in a degree-granting program or a Federal Title IV aid-eligible certificate program.

Students may change their major to EHHS General which is intended for students who are exploring majors within the college or trying to raise their GPA to meet requirements of their intended major. The EHHS General major is not a degree granting major and university requires that all students are in a degree granting major by the time they have accumulated 45 KSU earned hours. Please note students declared in a non-degree program are no longer considered degree-seeking and may not be eligible to receive financial aid. Once a cumulative grade point average has been raised to a minimum 2.75, a student may change their major back to their intended major. Students are expected to maintain regular contact with their advisor in the Vacca Office of Student Services, 304 White Hall and take advantage of available resources, such as the Academic Success Center and the Counseling Center, amongst others. An appeal of this decision is directed to the associate dean of undergraduate student services, College of Education, Health and Human Services, 304 White Hall.

### **Academic Complaints**

The University policy and procedure is established to provide an appropriate framework and method to resolve student complaints of an academic nature.

- [Administrative Policy and Procedure for Student Academic Complaints \(4-02.3\)](#)
- [Academic Complaints-Student Ombuds](#)

# Teacher Education Coordinators

## Description of Committee

- Teacher Education Coordinators meetings occur once a month and are chaired by the Director of Educator Preparation.
- Develops policies and procedures related to teacher education for initial licensure.
- Reviews and implements practices that align with CAEP.
- Reviews state and national policies and discusses their impact on our teacher education programs.

## Quorum for Voting

Voting members include coordinators from all initial teacher education programs on the Kent and Regional campuses, along with a representative from the Cultural Foundations program. A 3-year average is taken on attendance to identify the quorum for voting on policies and procedures related to teacher education. The current quorum is 13.

## Graduate/Non-Degree

### **Pre-Admission Phase**

The College of Education, Health and Human Services offers a graduate pathway for degree-holders, outside the field of education, to seek initial teacher licensure in the State of Ohio. These programs are specific to license type and each licensure program has their own program format (degree, non-degree/licensure only), application requirements, admission review deadline, and required coursework. For those candidates who are uncertain of the age level/subject area/student population they wish to teach, it is recommended that prospective students first explore teacher licensure through job shadowing and/or substitute teaching prior to initiating a teacher licensure program.

### ***Evaluation of Prior Coursework***

It is highly recommended that prospective graduate initial teacher licensure candidates request an evaluation of prior coursework before submitting an official graduate application for admission. This is done to pre-determine program eligibility for admission review (cumulative GPA and prerequisite coursework). Several initial teacher licensure programs require completion of content area (subject the candidate wishes to teach) coursework and/or prerequisite coursework at the undergraduate level prior to admission to the graduate teacher licensure program. *(The exception to this is the Graduate Non-Degree Special Education Licensure Preparatory programs. These programs typically do not require an evaluation of prior coursework nor any undergraduate content area coursework and/or prerequisite coursework. Candidates for these programs can directly apply for graduate admission provided they meet the admission requirements to the program.)* Non-completion of the required content coursework and/or prerequisite coursework can result in denial to admission to a graduate teacher licensure program.

To request an evaluation of prior coursework, please email transcripts (of all institutions attended) and licensure area/program of choice to the Graduate Academic Advisor in the EHHS Office of Graduate Student Services ([ogs@kent.edu](mailto:ogs@kent.edu)). Please be aware that due to the high demand of transcript evaluation requests for teacher licensure programs, it can take 2-3 weeks to complete/return an evaluation upon receipt of transcripts.

### ***Enrollment to complete Content Area Coursework and/or Prerequisite Coursework***

To enroll at Kent State University to complete required undergraduate content coursework and/or prerequisite coursework, candidates to graduate teacher licensure programs must apply for admission as a “post-undergraduate non-degree” student or as an “undergraduate guest” student through the [Office of Undergraduate Admissions](#). Post-undergraduate non-degree candidates are required to submit official transcripts and an application fee but are potentially eligible for financial aid. Undergraduate Guest students are limited to a maximum of 18 undergraduate credit hours and not required to submit official transcripts nor an application fee for admission, however, students under this admission status are not eligible for any financial aid.

### ***Advising for Pre-Admission***

It is recommended that candidates working on undergraduate content coursework and/or prerequisite coursework for a graduate teacher licensure program meet or communicate regularly with the Graduate Academic Advisor in the EHHS Office of Graduate Student Services to monitor content course progress, GPA, and to discuss application deadlines and the formal admission process to the chosen teacher licensure program.

A minimum grade of “C” or better is required in each content area course applied (Secondary MAT and Graduate Non-Degree Middle Childhood Initial Licensure Preparatory program) and a minimum content area GPA of 2.6 (Secondary MAT) is required for admission to the teacher licensure program and for licensure in the State of Ohio.

In addition, any teacher licensure candidate interested in taking content coursework/prerequisite at another fully accredited institution must seek pre-approval of coursework from the Graduate Academic Advisor in the EHHS Office of Graduate Student Services to ensure course equivalency and/or applicability to the chosen content area.

### ***Advising Individuals Seeking Alternative Licensure***

The College of Education, Health and Human Services does not provide advising guidance for alternative licensure programs. Although ODE may refer candidates “to a University” to find coursework for your program, we (the Universities) are not the ones recommending you for the alternative licensure (ODE is the recommending agency) and thus have no control over what ODE will or will not accept as appropriate coursework for alternative licensure. Because of this, and our need to devote our resources to students enrolled in our State-approved licensure programs, KSU will not be able to provide advising guidance nor be able to assist alternative licensure candidates with selecting coursework.

Alternative licensure candidates are more than welcome to take coursework at Kent State University. However, these candidates are responsible for researching the University catalog and the Schedule of Classes to determine what courses are being offered and what coursework might match the needs for ODE. Please be aware that many education courses are restricted to those enrolled in KSU teacher licensure programs. It would be the responsibility of the alternative licensure candidate to navigate this. Many programs have selective admissions for the advanced coursework. [Link to the schedule of classes](#) (scroll down and choose Schedule of Classes).

Our programs of study are designed so that our teacher candidates are extremely well prepared to lead a classroom. Our initial licensure programs are rigorous and robust – including but not limited to multiple courses on how to teach, understanding students in the age range of the license, content as appropriate to the license, early field hours and student teaching.

### **Admission Phase**

Graduate admission to all teacher licensure programs in the College of Education, Health and Human Services is selective and all applicants are evaluated based upon both past academic performance and potential for continued achievement. Applications are reviewed holistically and both academic and non-academic dimensions are assessed. All graduate applicants, including teacher licensure candidates, are required to have a minimum cumulative GPA (total

undergraduate GPA) of 3.0 to be considered for unconditional admission. In addition, graduate teacher licensure programs assess candidates through standardized test scores (Praxis Core or GRE), written communication skills, recommendations from faculty and/or colleagues, relevant work experience, grades in content coursework/prerequisite coursework (if applicable) and in some instances, an in-person interview.

Program-Wide Graduate Teacher Licensure Minimum Admission Requirements:

- Bachelor's degree from an accredited college or university for [unconditional admission](#)
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for [unconditional admission](#)
- Official transcript(s) from all institutions in which 8 or more semester hours were attempted
- Praxis Core scores (Reading, Writing, Math)\* (*with the exception of Career-Tech teacher licensure*)
- Statement of Professional Goals or Admission Essay explaining desire to teach
- Questions in Anticipation of Licensure form
- Two letters of recommendation

\*Some programs may accept prior GRE scores if taken within 5 years of graduate application completion.

Please consult the [University Catalog](#) for additional program-specific admission requirements. Program-specific application deadlines can be found on each program website.

### ***Online Graduate Application Process***

The graduate admission process is handled completely online. All graduate applications are processed by the [Division of Graduate Studies](#), Kent State University's centralized graduate admission office:

Cartwright Hall  
650 Hilltop Drive  
Kent State University  
Kent, OH 44242  
Phone: 330-672-2661 | Toll Free: 855-277-6952  
Fax: 330-672-6262 | Email: [gradapps@kent.edu](mailto:gradapps@kent.edu)

Applications and all required admission documents should be completed and submitted at least 6-8 weeks prior to the program deadline to allow Graduate Studies adequate time to process the application and required documents. Application files will NOT be forwarded to the College of Education, Health and Human Services for review until all outstanding application requirements have been completed and processed.

**For information on competency tests, refer to the [Competency Tests section](#).**

### ***Barriers and Roadblocks for the Admission Phase***

#### **Conditional Admission**

Some graduate teacher licensure programs may consider candidates for "conditional admission" with cumulative GPA (total undergraduate GPA) of 2.75-2.99 if the rest of the application is strong, including an upward progression of academic performance. Conditional admission candidates are required to complete the first 9 hours of graduate coursework with grades of "B" or better in order to remove the conditions of admission for continuation in the program.

### Non-Completion of Content Area and/or Prerequisite Coursework (if applicable)

Applicants to graduate teacher licensure programs may be denied admission due to non-completion of content area coursework and/or prerequisite coursework. All required undergraduate content area coursework and/or prerequisite coursework (as determined by an evaluation completed by the Graduate Academic Advisor in the EHHS Office of Graduate Student Services) must be completed no later than term prior to the program start date. Applicants may be in-progress with final content area coursework at the time of the application deadline. The only exception to this rule is the Master of Arts in Teaching 2-year program. Applicants with 30 or fewer hours remaining in their chosen content area are eligible for admission review to the MAT 2-year program. If formally admitted, these students can “carry in” any remaining undergraduate content hours into the MAT program, however, they are subject to graduate tuition rates for all coursework.

### Content Area Coursework Grade Requirements and Content Area GPA (if applicable)

A minimum grade of “C” or better is required in all applied content area coursework. In addition, a minimum content area GPA of 2.6 is required of candidates of the Master of Arts in Teaching-Secondary Education program. Failure to meet this threshold may result in admission denial to the program.

## **Program Phase**

### ***Advising***

The relationship between graduate students and their advisors is an important factor in graduate student success. The advisor provides academic and professional guidance to graduate students throughout their program of study.

Once formally admitted to a graduate teacher licensure program, students will be assigned a faculty advisor who will inform them of program requirements during the first academic year of enrollment in graduate study. Faculty advisors acquaint students with the requirements and regulations guiding their program and help in developing a student’s Plan of Study (prospectus).

The Graduate Academic Advisor in the EHHS Office of Graduate Student Services is a professional advisor but not a faculty advisor. The role of the Graduate Academic Advisor is as follows: to assist candidates with exploration of EHHS teacher licensure program options; evaluate prior coursework and GPA to determine a candidate’s eligibility for a teacher licensure program; advise candidates on content coursework and/or prerequisite coursework (if applicable); inform candidates of program application deadlines, admission requirements and assist in the navigation of the online graduate admission process. Once formally admitted to a graduate teacher licensure program, students should then meet regularly with the assigned faculty advisor (especially the term prior to the student teaching experience) until completion of the teacher education program.

### ***Plans of Study***

It is the responsibility of each graduate student formally admitted to an EHHS degree program or EHHS non-degree licensure program to make an appointment with the assigned faculty advisor and prepare a Plan of Study (prospectus) to be filed with the EHHS Office of Graduate Student Services, Room 418 White Hall, by the end of the second enrolled semester. Students will be blocked from course registration for the third semester after admittance (including summer) until this requirement is met. The Plan of Study document is available through the program area. If the Plan

of Study must be revised after submission, the assigned faculty advisor must initial the change(s) on the Plan of Study or submit a memo to the EHHS Office of Graduate Student Services, indicating the change(s). The Plan of Study is audited versus the student transcript to clear the candidate for graduation or program completion and is uploaded to the student portal in anticipation of application of licensure.

### ***Exceptions to Student Teaching***

In order to participate in the Student Teaching experience, the teacher candidate must have met all of the program requirements in order to be fully eligible. This includes having a minimum graduate degree/licensure program GPA of 3.00 and having met the content GPA as required by individual programs (if applicable). Eligible students must have completed all required courses, and have received a rating of “acceptable” on all program disposition assessments. In rare circumstances, exceptions may be made with the approval of the Director of Education Preparation in the College of EHHS. Students seeking approval for an exception must complete the appropriate form and abide by the following:

1. The “Petition for Exception to Graduate Student Teaching Requirements” form is found on the [Office of Graduate Student Services forms page](#). Teacher candidate completes/signs form.
2. Teacher candidate meets with faculty advisor to review graduation/program completion and student teaching requirements. Faculty advisor includes comments and indicates whether he/she supports the request.
3. Teacher candidate returns the form to 304 White Hall.
4. The Associate Dean for Undergraduate Education reviews the request, makes the decision, and notifies the teacher candidate, the faculty advisor, and the Director of Clinical Experiences of the decision.
5. This form is then placed into the student’s file in the Office of Graduate Student Services, 418 White Hall.

**Refer to the [Student Teaching Phase section](#) for information on student teaching placements, overseas student teaching, on-the-job student teaching placements, professional conduct and expected behaviors, student teaching performance evaluations, and modules.**

### ***Applying for Graduation (for initial licensure programs resulting in a degree)***

Students applying for graduation should complete the online graduation application available through FlashLine by published deadlines.

#### To access the online graduation application:

1. Log into [FlashLine](#), then click on the Student / Resources / Graduation.
2. Review and acknowledge the Important Information Concerning Your Graduation Application page.
3. Select and submit your curriculum.
4. Select and submit your graduation term.
5. Review your information for accuracy and submit your request.
6. Print the Graduation Application Acknowledgment page for your records.
7. View submitted graduation applications by clicking on the link at the bottom of your acknowledgment page or from the link on the Student Category/Resources Page/Graduation Section.
8. Once the information has been submitted, it will be reviewed and acted on appropriately by the Office of Graduate Student Services, 418 White Hall.



9. Any questions about applying for graduation should be referred to the [Office of Graduate Student Services](#), 418 White Hall.

### ***Barriers and Roadblocks for the Program Phase***

#### **Degree/Licensure Program GPA**

Graduate students are expected to maintain a minimum 3.00 grade point average (GPA). A graduate student who receives more than 8 credit hours of grades lower than B (3.00) is subject to dismissal. A graduate student who receives more than 4 credit hours of grades lower than C (2.00) is also subject to dismissal.

Courses taken for satisfactory/unsatisfactory (S/U) grades are counted toward completion of degree requirements. Grades of S (satisfactory) are awarded credit hours, but do not affect the GPA. Grades of U (unsatisfactory) are recorded as attempted hours and are counted as F (0.00) grades in computing GPA. Grades below C (2.00) are not counted toward completion of requirements for any advanced degree but are counted in computing GPA. Courses taken for audit (AU) are not counted toward fulfilling minimum degree requirements, and do not affect GPA. Grades of IN (Incomplete), IP (In Progress) and W (Withdrawal) are not used in computing GPA. Undergraduate course credits are not counted toward completion of any advanced degree.

#### **GPA for Student Teaching**

Before being approved for student teaching, graduate students must have a 3.00 cumulative GPA and a 2.60 major/content GPA (where applicable) that is required for graduation/program completion as listed in the catalog. Students who do not meet the minimum GPA for student teaching will be required to retake courses and reapply for students teaching for the next semester in which student teaching is offered for that program.

#### **Failure to complete requirements before student teaching**

Students will not be permitted to student teach until they have completed all required courses for their program with the exception of ADED 68198: Research in Secondary Education (MAT students), and Inquiry Seminar. It is the graduate student's responsibility to meet with the assigned faculty advisor the semester prior to student teaching to ensure that all program requirements have been satisfied or in-progress.

Students who are missing requirements will have their student teaching placement on hold and will not be permitted to student teach until the missing requirement has been resolved and addressed. If students have remaining requirements, they will need to delay student teaching until the following semester. Students who wish to have an exception granted to allow them to student teach with missing requirements will need to submit a petition for exception to this policy called an 'Exception to Student Teaching' after meeting with their faculty advisor. Note that approval of these exceptions is extremely rare and only granted for extenuating circumstances.

#### **Professional Dispositions for Teacher Candidates**

Students must have satisfactory disposition assessments on file to pass Student Teaching. Students who are required to complete a Professional Disposition Plan (PDP) must have

this resolved and signed before they are able to pass Student Teaching, graduate, and apply for a license.

### Failure to Complete Student Teaching

On rare occasions, students who start a student teaching placement are unable to complete student teaching. There are a variety of reasons for this and can range from medical or personal circumstances to performance in student teaching. Each situation is reviewed and evaluated on a case by case basis and there is the potential for a variety of outcomes.

### In Progress (IP)

University policy on IP Grades: The mark In Progress (IP) may be given to students to indicate that work is in progress toward a thesis, dissertation, research, individual investigation or a similar effort that requires additional time beyond a semester. A grade will be given when the work is completed. The IP mark can be utilized only in designated courses and remains a terminal mark if the student does not complete the requirements for the course. For courses required for a degree or certificate, a grade must be given before the credential may be granted. The IP mark is not counted in grade point averages.

An IP is granted when the student needs additional time to complete the requirements for a course but has otherwise been making progress toward completion and is in good standing in the course. Assignment of this grade is at the discretion of the instructor of the course and is not guaranteed. If an IP grade is submitted, the student will need to complete the remaining requirement in a subsequent term before a grade and credit can be earned.

### Withdrawal

University policy on W grades: The mark W (Withdrawal) denotes that the student has withdrawn from the university or from any individual course without evaluation. The W mark is not counted in grade point averages.

A student may elect to withdraw from Student Teaching if they are within the withdraw period. In this case, a student will not earn a grade or credit for Student Teaching. If approved, the student will need to register and pay for student teaching the second time. The decision to withdraw within the timeline allowed is up to the student but communication with the instructor is critical. The student should talk with their faculty advisor about the potential for returning in the future to retake student teaching. Students may also want to consider Educational Studies or another degree.

### Failing Grade in Student Teaching

An instructor may assign a grade in student teaching of F (as well as SF, and NF) indicating that student teaching was not successfully completed. The F grade counts into the major and cumulative GPA. A student who fails student teaching is not able to graduate with a degree program in teacher education. Students should communicate with their instructor and faculty advisor to see whether the possibility of returning in a subsequent semester for student teaching is possible. If approved, the student will need to register and pay for student teaching the second time.

## **Program Completer Phase**

Refer to the [Program Completer Phase section](#) for information on applying for licensure, assessments required for licensure, letters of completion, student surveys, and out of state verification.

**Appendix A**  
**Disposition Assessment-Education in a Democratic Society Version**

## Disposition Assessment - Education in a Democratic Society Version

Communication and Collaboration		
1.1	Does not express thoughts and ideas clearly with other candidates, faculty, parents, and/or other educators.	<input type="radio"/> Below Expectations
	Inconsistently expresses thoughts and ideas clearly with other candidates, faculty, parents, and/or other educators.	<input type="radio"/> Emerging
	Consistently expresses thoughts and ideas clearly and directly with other candidates, faculty, parents, and/or other educators.	<input checked="" type="radio"/> Meets Expectations
	Effectively expresses thoughts and ideas clearly and directly with other candidates, faculty, parents, and/or other educators, as well as with administrators and/or community members to support learning.	<input type="radio"/> Exemplary
1.2a	Does not listen respectfully to different points of view.	<input type="radio"/> Below Expectations
	Inconsistently listens respectfully to different points of view.	<input type="radio"/> Emerging
	Consistently listens respectfully to different points of view.	<input checked="" type="radio"/> Meets Expectations
	Actively listens with the goal to engage with different points of view.	<input type="radio"/> Exemplary
1.2b	Does not receive constructive feedback without acting defensively.	<input type="radio"/> Below Expectations
	Inconsistently receives constructive feedback without acting defensively.	<input type="radio"/> Emerging
	Consistently receives constructive feedback without acting defensively.	<input checked="" type="radio"/> Meets Expectations
	Actively seek others' perspectives and constructive criticism to broaden their own understanding.	<input type="radio"/> Exemplary
1.3	Does not contribute to the problem-solving process of team activities.	<input type="radio"/> Below Expectations
	Inconsistently contributes to the problem-solving process of team activities.	<input type="radio"/> Emerging
	Consistently contributes to the problem-solving process of team activities.	<input checked="" type="radio"/> Meets Expectations
	Initiates problem-solving activities by promoting dialogue and idea-sharing in teams.	<input type="radio"/> Exemplary
1.4	Does not adapt when plans change or when asked to try something new.	<input type="radio"/> Below Expectations
	Inconsistently adapts when plans change or when asked to try something new.	<input type="radio"/> Emerging
	Consistently adapts when plans change or when asked to try something new.	<input checked="" type="radio"/> Meets Expectations
	Engages with and offers new ideas and agilely adapts when plans change and actively welcomes another approach.	<input type="radio"/> Exemplary
Fairness and Equity		
2.2	Does not demonstrate respect for others through their communication and actions and/or may engage in bullying behavior or microaggressions	<input type="radio"/> Below Expectations
	Demonstrates respect for others through their communication and actions.	<input type="radio"/> Emerging
	...and consciously avoids bullying behavior or microaggressions (i.e., not asking an individual with disabilities to speak for all individuals with disabilities).	<input checked="" type="radio"/> Meets Expectations
2.3	Does not support students and their differences however articulated and defined.	<input type="radio"/> Below Expectations
	Inconsistently supports students and their differences however articulated and defined.	<input type="radio"/> Emerging
	Supporting students and their differences however articulated and defined.	<input checked="" type="radio"/> Meets Expectations
	Supports and advocates for students and their differences however articulated and defined.	<input type="radio"/> Exemplary
Ethical Behavior		
3.4	Does not protect the identities of individuals, never engaging in the public sharing of any digital images on social media sites, in public or private discourse, or for personal gain without explicit parent/guardian and school/center permission.	<input type="radio"/> Below Expectations
	Describes the importance of protecting the identities of individuals, never engaging in the public sharing of any digital images on social media sites, in public or private discourse, or for personal gain without explicit parent/guardian and school/center permission.	<input checked="" type="radio"/> Meets Expectations
Professional Responsibility		

4.1	Accumulated 5 or more unexcused absences, from class, field experience and/or student teaching.	<input type="radio"/> Below Expectations
	Accumulated 3-4 absence(s) from class, field experience and/or student teaching. Absences were not due to an unusual extenuating circumstance, having a fever or contagious illness.	<input type="radio"/> Emerging
	Accumulated 2 or fewer excused absence(s) from class, field experience and/or student teaching due to an unusual extenuating circumstance, having a fever or contagious illness.	<input checked="" type="radio"/> Meets Expectations
	...and was consistently engaged and present in the classroom.	<input type="radio"/> Exemplary
4.2	Regularly arrives late to class, field experience, or student teaching by the expected time (or leaves early).	<input type="radio"/> Below Expectations
	Usually arrives on time for class, field experience, or student teaching (and stays for duration), and usually submits assessments on time.	<input type="radio"/> Emerging
	Consistently arrives on time for class, field experience, or student teaching (and stays for duration), and submits assignments on time.	<input checked="" type="radio"/> Meets Expectations
	Always arrives on time and thoroughly-prepared for class, field experience, or student teaching (and stays for duration), and submits assignments on time.	<input type="radio"/> Exemplary
4.3	Is not dependable and fails to complete all requested tasks.	<input type="radio"/> Below Expectations
	Inconsistently practices dependability by completing all requested tasks.	<input type="radio"/> Emerging
	Consistently practices dependability by completing all requested tasks.	<input checked="" type="radio"/> Meets Expectations
	Consistently practices conscientious dependability by masterfully completing all requested tasks including those not required for the course, field experience or student teaching, but benefit peers, faculty, cooperating teacher, the school district, and/or the K-12 students.	<input type="radio"/> Exemplary
4.4	Does not complete course requirements found in the syllabus and/or those that are explicitly requested by peers, faculty, cooperating teachers and/or university supervisor in a timely manner.	<input type="radio"/> Below Expectations
	Inconsistently completes course requirements found in the syllabus and/or those that are explicitly requested by peers, faculty, cooperating teachers and/or university supervisor in a timely manner.	<input type="radio"/> Emerging
	Consistently completes all course requirements found in the syllabus and/or those that are explicitly requested by peers, faculty, cooperating teachers and/or university supervisor in a timely manner.	<input checked="" type="radio"/> Meets Expectations
	Consistently completes all course requirements found in the syllabus and/or those that are explicitly requested by peers, faculty, cooperating teachers and/or university supervisor before the expected due date.	<input type="radio"/> Exemplary
4.5	Provides no evidence of successful management of dates, commitments and responsibilities.	<input type="radio"/> Below Expectations
	Provides limited evidence of ability to successfully manage dates, commitments, and responsibilities.	<input type="radio"/> Emerging
	Provides evidence of ability to successfully manage dates, commitments, responsibilities, and accountability.	<input checked="" type="radio"/> Meets Expectations
	Provides evidence of pervasive organization to manage dates, commitments, responsibilities, and accountability.	<input type="radio"/> Exemplary
4.6	Does not prioritize coursework, field experiences, and/or student teaching above work or social activities.	<input type="radio"/> Below Expectations
	Inconsistently prioritizes coursework, field experiences and student teaching above work or social activities.	<input type="radio"/> Emerging
	Consistently prioritizes coursework, field experiences and student teaching, above work or social activities.	<input checked="" type="radio"/> Meets Expectations
	Models for others how to prioritize coursework, field experiences and student teaching, above work or social activities.	<input type="radio"/> Exemplary

## General Comments

**Appendix B**  
**Disposition Assessment-Full Version**

## Disposition Assessment - Full Version

Communication and Collaboration		
1.1	Does not express thoughts and ideas clearly with other candidates, faculty, parents, and/or other educators.	<input type="radio"/> Below Expectations
	Inconsistently expresses thoughts and ideas clearly with other candidates, faculty, parents, and/or other educators.	<input type="radio"/> Emerging
	Consistently expresses thoughts and ideas clearly and directly with other candidates, faculty, parents, and/or other educators.	<input checked="" type="radio"/> Meets Expectations
	Effectively expresses thoughts and ideas clearly and directly with other candidates, faculty, parents, and/or other educators, as well as with administrators and/or community members to support learning.	<input type="radio"/> Exemplary
1.2a	Does not listen respectfully to different points of view.	<input type="radio"/> Below Expectations
	Inconsistently listens respectfully to different points of view.	<input type="radio"/> Emerging
	Consistently listens respectfully to different points of view.	<input checked="" type="radio"/> Meets Expectations
	Actively listens with the goal to engage with different points of view.	<input type="radio"/> Exemplary
1.2b	Does not receive constructive feedback without acting defensively.	<input type="radio"/> Below Expectations
	Inconsistently receives constructive feedback without acting defensively.	<input type="radio"/> Emerging
	Consistently receives constructive feedback without acting defensively.	<input checked="" type="radio"/> Meets Expectations
	Actively seek others' perspectives and constructive criticism to broaden their own understanding.	<input type="radio"/> Exemplary
1.3	Does not contribute to the problem-solving process of team activities.	<input type="radio"/> Below Expectations
	Inconsistently contributes to the problem-solving process of team activities.	<input type="radio"/> Emerging
	Consistently contributes to the problem-solving process of team activities.	<input checked="" type="radio"/> Meets Expectations
	Initiates problem-solving activities by promoting dialogue and idea-sharing in teams.	<input type="radio"/> Exemplary
1.4	Does not adapt when plans change or when asked to try something new.	<input type="radio"/> Below Expectations
	Inconsistently adapts when plans change or when asked to try something new.	<input type="radio"/> Emerging
	Consistently adapts when plans change or when asked to try something new.	<input checked="" type="radio"/> Meets Expectations
	Engages with and offers new ideas and agilely adapts when plans change and actively welcomes another approach.	<input type="radio"/> Exemplary
1.5	Does not exhibit openness to new ideas in class, field experience or student teaching as shared by the instructor, classmates, cooperating teacher(s) or supervisor.	<input type="radio"/> Below Expectations
	Inconsistently exhibits openness to new ideas in class, field experience or student teaching as shared by the instructor, classmates, cooperating teacher(s), or supervisor.	<input type="radio"/> Emerging
	Consistently exhibits openness to new ideas in class, field experience or student teaching as shared by the instructor, classmates, cooperating teacher(s) or supervisor.	<input checked="" type="radio"/> Meets Expectations
	Acts positively and reflectively toward new experiences by having an open-mind while in the classroom, field experience or student teaching.	<input type="radio"/> Exemplary
Fairness and Equity		
2.1	Does not create a safe environment to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.	<input type="radio"/> Below Expectations
	Inconsistently creates a safe environment to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.	<input type="radio"/> Emerging
	Consistently creates a safe environment to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.	<input checked="" type="radio"/> Meets Expectations
	Creates a safe environment to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner, with the belief that all students may achieve to their full potential.	<input type="radio"/> Exemplary
2.2	Does not demonstrate respect for others through their communication and actions and/or may engage in bullying behavior or microaggressions	<input type="radio"/> Below Expectations
	Demonstrates respect for others through their communication and actions.	<input type="radio"/> Emerging
	...and consciously avoids bullying behavior or microaggressions (i.e., not asking an individual with disabilities to speak for	<input checked="" type="radio"/> Meets Expectations



	all individuals with disabilities).	
2.3	Does not support students and their differences however articulated and defined.	<input type="radio"/> Below Expectations
	Inconsistently supports students and their differences however articulated and defined.	<input type="radio"/> Emerging
	Supporting students and their differences however articulated and defined.	<input checked="" type="radio"/> Meets Expectations
	Supports and advocates for students and their differences however articulated and defined.	<input type="radio"/> Exemplary
<b>Ethical Behavior</b>		
3.1	Does not maintain state-mandated confidentiality related to student records, personal family information, and student ability/disability in educational programming.	<input type="radio"/> Below Expectations
	Describes state-mandated confidentiality related to student records, personal family information, and student ability/disability in educational programming.	<input checked="" type="radio"/> Meets Expectations
	Describes how they maintain state-mandated confidentiality related to student records, personal family information, and student ability/disability in educational programming.	<input type="radio"/> Exemplary
3.2	Does not protect child's, families', and classroom teacher's privacy, unless disclosure serves a professionally compelling purpose or is required by law.	<input type="radio"/> Below Expectations
	Describes mechanisms to protect child's, families', and classroom teacher's privacy, unless disclosure serves a professionally compelling purpose or is required by law.	<input checked="" type="radio"/> Meets Expectations
	Describes how they implement mechanisms to protect child's, families', and classroom teacher's privacy, unless disclosure serves a professionally compelling purpose or is required by law.	<input type="radio"/> Exemplary
3.3	Does not obtain and uses audio recording, video recording, and still images of minors solely for course-related purposes only after having obtained written consent from the parent/guardian and the school/center.	<input type="radio"/> Below Expectations
	Obtains and uses audio recording, video recording, and still images of minors solely for course-related purposes only after having obtained written consent from the parent/guardian and the school/center.	<input checked="" type="radio"/> Meets Expectations
3.4	Does not protect the identities of individuals, never engaging in the public sharing of any digital images on social media sites, in public or private discourse, or for personal gain without explicit parent/guardian and school/center permission.	<input type="radio"/> Below Expectations
	Describes the importance of protecting the identities of individuals, never engaging in the public sharing of any digital images on social media sites, in public or private discourse, or for personal gain without explicit parent/guardian and school/center permission.	<input checked="" type="radio"/> Meets Expectations
<b>Professional Responsibility</b>		
4.1	Accumulated 5 or more unexcused absences, from class, field experience and/or student teaching.	<input type="radio"/> Below Expectations
	Accumulated 3-4 absence(s) from class, field experience and/or student teaching. Absences were not due to an unusual extenuating circumstance, having a fever or contagious illness.	<input type="radio"/> Emerging
	Accumulated 2 or fewer excused absence(s) from class, field experience and/or student teaching due to an unusual extenuating circumstance, having a fever or contagious illness.	<input checked="" type="radio"/> Meets Expectations
	...and was consistently engaged and present in the classroom.	<input type="radio"/> Exemplary
4.2	Regularly arrives late to class, field experience, or student teaching by the expected time (or leaves early).	<input type="radio"/> Below Expectations
	Usually arrives on time for class, field experience, or student teaching (and stays for duration), and usually submits assessments on time.	<input type="radio"/> Emerging
	Consistently arrives on time for class, field experience, or student teaching (and stays for duration), and submits assignments on time.	<input checked="" type="radio"/> Meets Expectations
	Always arrives on time and thoroughly-prepared for class, field experience, or student teaching (and stays for duration), and submits assignments on time.	<input type="radio"/> Exemplary
4.3	Is not dependable and fails to complete all requested tasks.	<input type="radio"/> Below Expectations
	Inconsistently practices dependability by completing all requested tasks.	<input type="radio"/> Emerging
	Consistently practices dependability by completing all requested tasks.	<input checked="" type="radio"/> Meets Expectations
	Consistently practices conscientious dependability by masterfully completing all requested tasks including those not required for the course, field experience or student teaching, but benefit peers, faculty, cooperating teacher, the school district, and/or the K-12 students.	<input type="radio"/> Exemplary
4.4	Does not complete course requirements found in the syllabus and/or those that are explicitly requested by peers, faculty, cooperating teachers and/or university supervisor in a timely manner.	<input type="radio"/> Below Expectations
	Inconsistently completes course requirements found in the syllabus and/or those that are explicitly requested by peers,	

	faculty, cooperating teachers and/or university supervisor in a timely manner.	<input type="radio"/> Emerging
	Consistently completes all course requirements found in the syllabus and/or those that are explicitly requested by peers, faculty, cooperating teachers and/or university supervisor in a timely manner.	<input checked="" type="radio"/> Meets Expectations
	Consistently completes all course requirements found in the syllabus and/or those that are explicitly requested by peers, faculty, cooperating teachers and/or university supervisor before the expected due date.	<input type="radio"/> Exemplary
4.5	Provides no evidence of successful management of dates, commitments and responsibilities.	<input type="radio"/> Below Expectations
	Provides limited evidence of ability to successfully manage dates, commitments, and responsibilities.	<input type="radio"/> Emerging
	Provides evidence of ability to successfully manage dates, commitments, responsibilities, and accountability.	<input checked="" type="radio"/> Meets Expectations
	Provides evidence of pervasive organization to manage dates, commitments, responsibilities, and accountability.	<input type="radio"/> Exemplary
4.6	Does not prioritize coursework, field experiences, and/or student teaching above work or social activities.	<input type="radio"/> Below Expectations
	Inconsistently prioritizes coursework, field experiences and student teaching above work or social activities.	<input type="radio"/> Emerging
	Consistently prioritizes coursework, field experiences and student teaching, above work or social activities.	<input checked="" type="radio"/> Meets Expectations
	Models for others how to prioritize coursework, field experiences and student teaching, above work or social activities.	<input type="radio"/> Exemplary
4.7	Does not display professional appearance and demeanor.	<input type="radio"/> Below Expectations
	Inconsistently displays professional appearance and demeanor.	<input type="radio"/> Emerging
	Consistently displays professional appearance and demeanor.	<input checked="" type="radio"/> Meets Expectations
	Models for others professional appearance and demeanor.	<input type="radio"/> Exemplary
4.8	Does not explain professional judgments using research-based theory and practice.	<input type="radio"/> Below Expectations
	Inconsistently explains professional judgments using research-based theory and practice.	<input type="radio"/> Emerging
	Consistently explains professional judgments using research-based theory and practice.	<input checked="" type="radio"/> Meets Expectations
	Consistently develops and explains professional judgments using research-based theory and practice.	<input type="radio"/> Exemplary

## General Comments

## **Appendix C**

### **Praxis Handout**

# Praxis Core Information

## Who, What, and When?

Praxis Core Tests were designed to provide comprehensive assessments that measure the skills and content knowledge in Reading, Writing, and Mathematics

These tests are taken by all teacher education majors attempting to enter teacher preparation programs

Students are encouraged to take these tests during their first year



## How do I Register for the Praxis Core Tests?

1. Create a Praxis account:  
<https://www.ets.org>
2. Click on "EPP Test Requirements"
3. Select "Ohio" as your certifying state
4. Select your test code:

Test Code*	Test Name
5713	Core Academic Skills for Educators: Reading
5723	Core Academic Skills for Educators: Writing
5733	Core Academic Skills for Educators: Mathematics
5752	Core Academic Skills for Educators: Combined Test

\*Test codes are as of September 1, 2019

5. Input your Zip code to find the nearest test center
6. When prompted, type in "Kent State University" (R1367) as the institution score recipient code

## Exemptions and Accommodations

If exempt from one of the tests, students can still register for the combined test session and notify the test center upon arrival

If eligible for accommodations at Kent State University, students may also be eligible for accommodations for Praxis through ETS

Follow the link to apply:  
<http://www.ets.org/praxis/register/disabilities>

It will take about 6 weeks to receive a decision on the accommodation request

Students should apply at least 2-3 months prior to the date scores are needed

## Test Costs and Policies

\$90 each (\$150 for the combined test to take all 3)  
\*Subject to change

Tests may be retaken every 21 days, not including the initial test date

All test takers receive a score regardless of the number of questions answered or the type of test. The score is based on the number of questions answered correctly, with no penalty or subtraction for answering a question incorrectly. Pacing to have enough time to complete every question and guessing to finish is encouraged.

## Criterion Scores and Scoring

Criterion scores are recommended threshold scores. The cohort, as a whole, must be at the 50<sup>th</sup> percentile by national standards- which typically falls into the range of the scores provided below.

Students may apply for Advanced Study with lower than the recommended criterion scores, however applicants with criterion scores stand the best opportunity of being admitted.

Test	Criterion Score	Description
Reading	168	56 multiple choice section. Total time: 85 minutes
Writing	165	40 multiple choice section and two 30-minute essays Total time: 100 minutes
Math	162	56 multiple choice section. Total time: 85 minutes

Math and Reading Praxis: Unofficial results are viewable upon completion of the tests. Official score reports are sent to your Praxis account and email up to 20 business days after testing

Writing Praxis: Official score reports are sent to your Praxis account and email up to 20 business days after testing upon being reviewed by an independent evaluator

Score reports must be on file in the Vacca Office of Student Services prior to submission of application to Advanced Study

# Praxis Core Preparation

## Resources

**Praxis Series Information Bulletin:** Provides further information on registration, test day procedures, and score reporting:

[http://www.ets.org/s/praxis/pdf/praxis\\_information\\_bulletin.pdf](http://www.ets.org/s/praxis/pdf/praxis_information_bulletin.pdf)

**Praxis test materials:** Provides detailed study tools, including a Study Companion for each subject:

<http://www.ets.org/praxis/prepare/materials/>

**Khan Academy Praxis Prep:** ETS has recently partnered with Khan Academy to develop test prep modules for the Praxis Core Tests:

<https://www.khanacademy.org/prepare/praxis-core>

**240 Tutoring:** Provides a money back guarantee, but there is an up-front cost associated:

<https://www.240tutoring.com/praxis/>

**Kaplan Praxis Prep Book 12<sup>th</sup> Edition** with 11 practice tests (\$10-\$18 on Amazon)

**Praxis Core for Dummies** with 6 practice tests (\$10-\$18 on Amazon)

Free practice Praxis tests available in the IRC (221 White Hall)

Other resources available on Vacca Office of Student Services website (<https://www.kent.edu/ehhs/cosss/praxis-core-preparation>) and EHHS Advising 2019-20 (Education) Blackboard page



## Planning for Praxis

Exempt from the Math and/or Reading Praxis? (Check with your advisor)

Math \_\_\_\_\_ Reading \_\_\_\_\_

When final Praxis scores are needed to apply for Advanced Study?

Date: \_\_\_\_\_

When should a first attempt at the Praxis Core test(s) be made?

Date: \_\_\_\_\_

Start prepping for Praxis exams: \_\_\_\_\_

Action steps to take:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Appendix D**  
**Non-Academic Dimensions Rubric**

Reviewer of admission materials (essay, interview, disposition self-analysis, letters of recommendation, or other documents presented) will score each dimension by selecting the holistic description for each dimension that best summarizes the evidence presented as applicable to the program area.

Construct	No evidence of dimension (The evidence presented...)	Slight evidence of dimension (The evidence presented...)	Moderate evidence of dimension (The evidence presented...)	Strong evidence of dimension (The evidence presented...)
Experience with Population or Age Group	Does not signal awareness or relevant experience with the population, awareness of challenges of the profession	<b>Signals awareness of characteristics</b> of population served, <b>has limited experience with population</b>	<b>Articulates characteristics</b> of population served, describes <b>general</b> experiences with population	...and includes <b>reflection</b> , and <b>identifies the joys and challenges of working with population and/or age group</b>
Understanding of the Profession (Future Role, Responsibility)	Does not signal understanding of the roles and responsibilities of a teacher, classroom work	<b>Articulates a general understanding</b> of the responsibilities of a teacher, <b>summarizes classroom</b> work	...and <b>articulates qualities of an effective teacher specific to the discipline/area</b> , and <b>identifies challenges</b> of profession	...and is <b>accurate to the roles and responsibilities</b> of a <b>professional</b> ; includes work <b>inside and outside the classroom</b>
Content/Age Group Selection, Preparation	Does not articulate why content area/age group was selected	Articulates why content area/age group was selected <b>based on their ideas, experiences, or beliefs</b>	<b>Appropriately</b> articulates why content area/age group was selected <b>based on their ideas, experiences, and beliefs</b>	...and <b>connects personal development to the chosen teaching field</b>
Resiliency	Does not include coping strategies for overcoming challenging situations or problems (real or hypothetical)	<b>Articulates coping strategies</b> for understanding and overcoming challenging situations or problems	...and <b>applies appropriate strategies to meet challenges</b> in real or hypothetical situations	...and indicates an <b>ability to function well in ambiguous or changing situations</b> and act with confidence
Professionalism	Does not demonstrate professionalism, enthusiasm, self-regulation	Demonstrates <b>professionalism, enthusiasm for profession or self-examination</b>	Demonstrates appropriate <b>professionalism, enthusiasm for profession and self-examination</b>	...and <b>self-control</b>
Receptiveness to Feedback, Use of Feedback	Does not demonstrate receptivity to or use of feedback	Evidences a <b>willingness to co-learn, accepts feedback without becoming defensive</b>	...and <b>seeks appropriate feedback</b> from faculty, teachers, or other professionals	...and <b>incorporates feedback</b> in to practice and <b>uses it for improvement</b>
Equity	Does not evidence openness to multiple perspectives, reflection, willingness to self-reflect, and serve diverse families	Evidences <b>openness to multiple perspectives and identities</b> and willingness to self-reflect and change based on experiences	...and articulates a <b>commitment to supporting diverse students and families</b>	...and <b>seeks diverse perspectives before determining a course of action</b>

**Appendix E**  
**Undergraduate Late Application Request for Advanced**  
**Study/Professional Phase**





College of Education,  
Health and  
Human Services

Vacca Office of Student Services  
304 White Hall

### **Undergraduate Late Application Request for Advanced Study/Professional Phase**

All applications for Advanced Study and Professional Phase must be submitted by the deadline outlined in the catalog. In extenuating circumstances, exceptions may be made subject to approval by the designated reviewer in the College of Education, Health, and Human Services for those who are late applicants in this process. A late applicant is any student that is applying any time after the scheduled application window for Advanced Study/Professional Phase. All late applicants must complete the late application request. For late applications to be considered for Advanced Study/Professional Phase, the student must meet all major specific requirements that have been set forth by their program area. These requirements are listed on the checklist that was provided to the student by their Academic Advisor in the Vacca Office of Student Services.

#### **Process for completing the late application request:**

1. Student completes the late application request form below.
2. Student meets with their assigned Academic Advisor to complete the "Academic Advisor" portion of the student's request form.
3. Student's Academic Advisor submits the student's completed late application request form to the designated reviewer (see below).
4. Designated reviewer completes review process of these request forms and notifies the student, Director of Undergraduate Academic Advising, Academic Advisor and Senior Academic Program Specialist of the decision.
5. **Approved Request(s):**  
A late application is submitted in the Student Portal on their behalf, by their Professional Academic Advisor in the Vacca Office of Student Services.

An email notification of the application is sent by the Professional Academic Advisor to a Senior Academic Program Specialist in the Vacca Office of Student Services.

A late application is processed by a Senior Academic Program Specialist in the Vacca Office of Student Services.

#### **Denied Request(s):**

The late application request form is scanned into the student's KSU Advising record by a Senior Academic Program Specialist in the Vacca Office of Student Services.

#### **\*Designated Reviewers\*:**

Director of Educator Preparation, Advanced Study  
Undergraduate Associate Dean, Professional Phase

#### **Directions for applicant:**

Schedule an advising appointment to meet with your Academic Advisor. Before your appointment, complete the "Applicant Portion" of the request form below. During your appointment, request that the advisor complete the "Advisor Portion" of the request form.



College of Education,  
Health and  
Human Services

Vacca Office of Student Services  
304 White Hall

## **Undergraduate Late Application Request for Advanced Study/Professional Phase**

### **Section 1: To be completed by Applicant:**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Date: \_\_\_\_\_ Email: \_\_\_\_\_@kent.edu Phone: \_\_\_\_\_

Major: \_\_\_\_\_

I am requesting that the late application request be considered for Advanced Study/Professional Phase for the reason(s) cited below. (Please be as specific as possible, including any supporting documentation that you may feel necessary.)

Reason for request:

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I understand that this exception may not be granted and the final decision will be made by a designated reviewer. If approved, I will not receive my registration indicator until Open Registration has begun for the University.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



College of Education,  
Health and  
Human Services

Vacca Office of Student Services  
304 White Hall

**Undergraduate Late Application Request for  
Advanced Study/Professional Phase**

Applicant Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

**\*\*Internal office use only\*\***

**Section 2: To be completed by Academic Advisor:**

Comments:

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☐ Meets all Advanced Study/Professional Phase requirements

\_\_\_\_\_  
Academic Advisor Signature

\_\_\_\_\_  
Date

**Section 3: To be completed by Designated Reviewer:**

- ☐ Approved Request
- ☐ Denied Request
- ☐ Consulted Program Coordinator/Faculty Advisor (For Selective Admission programs)

Comments:

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\_\_\_\_\_  
Designated Reviewer Signature

\_\_\_\_\_  
Date

**Appendix F**  
**Request for Permission to Student Teach on the Job**



College of Education, Health, and Human Services  
Vacca Office of Student Services  
Clinical Field Experiences  
304 White Hall, Kent, OH 44242  
Phone (330) 672-2870 ~ Fax (330) 672-6277

### **REQUEST FOR PERMISSION TO STUDENT TEACH ON THE JOB**

Please read the following guidelines **before** completing the attached two-page application requesting student teaching on the job.

Student teaching is considered to be the culminating experience in the preparation of Student teacher candidates. The expected student teaching experience includes coaching, mentoring, modeling, exploring, reflecting, and more. In very limited cases, when extraordinary circumstance(s) exist, a student teacher who is currently employed as a classroom teacher in the content area in which they are seeking licensure, may submit a written application to complete the student teaching requirement on the job. Each request will be examined on an individual basis based on the following criteria:

1. All program standards for eligibility to student teach must be met and an application for student teaching must be submitted to 304 White Hall. Registration in the appropriate student teaching course and seminar (if required) for the semester is mandatory.
2. Student teaching will consist of a **full-time** supervised experience, in accordance with the standard length of time as prescribed by your program area. All student teaching assessments and assignments must be completed, including required trainings and the *Teacher Performance Assessment*, unless specified otherwise by the Program Coordinator or Program Director.
3. Your school Principal **and** Superintendent of your school district must endorse their support of your student teaching experience in letters addressed to the Director of Clinical Experiences, 304 White Hall, Kent State University. These letters should be attached to the application. They must also identify a classroom teacher in your school with the same license/certification and at least three years of experience, who will serve as your mentor during the student teaching experience.
4. Your current teaching position must represent your intended area of license/certification. For example, if you are teaching Spanish at the high school level, then your license/certification request must be in that content area and with the appropriate age level.
5. A university supervisor will be assigned to you during your student teaching experience, to observe and evaluate your performance. He/she will observe you in your classroom. All student teaching evaluation forms will be completed by the university supervisor and the mentor teacher, and submitted to 304 White Hall by the end of the student teaching semester.
6. The beginning and ending dates for your student teaching experience will be arranged by the Director of Clinical Experiences, 304 White Hall, in coordination with your respective program faculty.

Any further questions or concerns should be addressed to the Director of Clinical Experiences, 304 White Hall, phone (330) 672-0541, fax (330) 672-6277.



### Application for Student Teaching on the Job

Please return this application, the two letters of support, the student teaching information card, and copy of your transcript to the Vacca Office of Student Services, Clinical Field Experiences, 304 White Hall, Kent, OH 44242.

**Student Teaching Semester:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Name** \_\_\_\_\_  
Last First MI

**Local Address** \_\_\_\_\_  
Street Apt.#

City State Zip **Phone ( )** \_\_\_\_\_

**Permanent Address** \_\_\_\_\_  
Street Apt.#

City State Zip **Phone ( )** \_\_\_\_\_

**KSU Email Address:** \_\_\_\_\_

**KSU Status:** UG \_\_\_\_\_ GRAD \_\_\_\_\_

**Program Area:** \_\_\_\_\_ **Teaching Majors(s):** \_\_\_\_\_

**Rationale for requesting to student teach on-the-job:**

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**\*Please attach copies of transcripts.\***

### Information About Your Employment Site

School District: \_\_\_\_\_ Superintendent: \_\_\_\_\_

School: \_\_\_\_\_ Principal \_\_\_\_\_

School Address: \_\_\_\_\_  
Street City State Zip

School Phone: (\_\_\_\_) \_\_\_\_\_

Your Grade Level: \_\_\_\_\_ Your Content Area: \_\_\_\_\_ No. of Years  
Employed  
in District: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Content Area: \_\_\_\_\_

Student Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

=====

**Signatures required:**

Faculty Advisor \_\_\_\_\_ Date \_\_\_\_\_

Program Coordinator \_\_\_\_\_ Date \_\_\_\_\_

Department Chair \_\_\_\_\_ Date \_\_\_\_\_

**The Vacca Office of Student Services will complete information below:**

Student Teaching Eligibility Checked	Yes _____	No _____
Superintendent Letter Attached	Yes _____	No _____
Principal Letter Attached	Yes _____	No _____
Copies of Transcripts Attached	Yes _____	No _____

Student Teaching Request: Approved \_\_\_\_ Denied \_\_\_\_

Director of Clinical Experiences \_\_\_\_\_ Date \_\_\_\_\_

Student notified by: Letter \_\_\_\_\_  
Phone \_\_\_\_\_  
E-mail \_\_\_\_\_ Date \_\_\_\_\_

**Appendix G**  
**Undergraduate Petition for Exception to Student Teaching Requirements**



## Undergraduate Petition for Exception to Student Teaching Requirements

In order to student teach, the teacher candidate must have met all of the requirements in order to be fully prepared: 2.75 GPA, content GPA as required by individual programs, all courses completed, and a rating of "acceptable" on all items in the disposition assessment. In rare circumstances, exceptions may be made subject to approval by the Director of Educator Preparation in the College of Education, Health, and Human Services. Exceptions are never made for the cumulative GPA.

### Process for completing the form:

1. Teacher candidate meets with professional advisor to review graduation and student teaching requirements. Advisor gives student form and reviews directions.
2. Teacher candidate meets with faculty advisor to review situation. Faculty advisor includes comments and indicates whether he/she supports the request.
3. Teacher candidate returns the form to 304 White Hall.
4. Advisor reviews the teacher candidate's situation and adds comments as appropriate.
5. Director of Educator Preparation reviews the request, makes the decision, and notifies the teacher candidate, the faculty advisor, the advisor in VOSS, and the Director of Clinical Experiences of the decision.
6. This form will then be scanned into the student's KSU Advising file.

### Directions for Teacher Candidate:

Complete the form below in consultation with your professional advisor and arrange a meeting with assigned faculty advisor to discuss your petition. Submit the signed form to 304 White Hall. Please be aware that graduation will only occur when all course and degree requirements have been met.

Name: \_\_\_\_\_ Student ID \_\_\_\_\_

Date: \_\_\_\_\_ Cum GPA: \_\_\_\_\_

E-mail: \_\_\_\_\_@kent.edu Phone: \_\_\_\_\_

Major/Minor/Concentration: \_\_\_\_\_

I am petitioning that the following requirement for student teaching be waived for the reason cited below. (Be specific, list course number, title, and when course(s) will be taken, etc.)

### Reason for request:

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I understand that this exception may not be granted and that the final decision will be made by the Director of Educator Preparation.

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Student Signature

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Date

**Faculty Advisor Comments:**

I support/do not support my advisee's petition. Comments:

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Faculty Advisor Signature

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Date

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Printed Name

**Director of Educator Preparation Comments:**

I approve/do not approve the teacher candidate's petition. Comments:

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**Director of Educator Preparation**

**Date:** 

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*Office Use Only:*

**Advisor Comments:**

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**Appendix H**  
**Applying for Licensure 12 Months or Later After Program Completion**

## Applying for Licensure 12 Months or Later After Program Completion

### Instructions:

- Students must apply for licensure within 12 months of program completion to meet current licensure standards.
- If has it been more than 12 months since program completion at Kent State University, the student must complete this form and forward it to the undergraduate or graduate program coordinator prior to applying for licensure.
  - For a list of undergraduate program coordinators, go here: <http://www.kent.edu/ehhs/councils/undergrad/>
  - For a list of graduate program coordinators, go here: <http://www.kent.edu/ehhs/councils/graduate>
- Once form is signed by the program coordinator and the necessary requirements specified on this form (if applicable) are complete, this form must be uploaded or emailed to Katie Kozak at [kkozak2@kent.edu](mailto:kkozak2@kent.edu). The student can then apply for licensure by proceeding to the Licensure Pre-Application at <https://stuportal.ehhs.kent.edu/>.

**Licensure Candidate: Fill out this box and then forward the form to the program coordinator (see above).**

Name \_\_\_\_\_ ID# \_\_\_\_\_

Licensure Program was Completed: \_\_\_\_\_ Licensure Area/Major: \_\_\_\_\_  
(Date)

**Program Coordinator: Student's transcripts must be reviewed to make sure all current state licensure requirements (Part I) and current program requirements (Part II) have been completed.**

### PART I: Review of coursework based on current ODE State Licensure Standards

\_\_\_\_\_ Yes, additional coursework is required (see below for specified courses)  
\_\_\_\_\_ No additional coursework is required

Coursework Required:

\_\_\_\_\_  
\_\_\_\_\_

### PART II: Review of coursework to determine adequacy of content and methods based on current program requirements (complete this part only if it has been 6 years or longer since program completion).

\_\_\_\_\_ Yes, additional coursework is required (see below for specified courses)  
\_\_\_\_\_ No additional coursework is required

Coursework Required:

\_\_\_\_\_  
\_\_\_\_\_

**Total hours required for KSU to recommend student for licensure: \_\_\_\_\_**

**If coursework is required, contact the Registrar's Office at 672-3131 to reactivate your student file to register for coursework at Kent State University.**

\_\_\_\_\_  
Program Coordinator

Date: \_\_\_\_\_

\_\_\_\_\_  
Licensure Candidate

Date: \_\_\_\_\_

This form is valid for 12 months from your date of signature. All signatures are required for this form to be valid. After the 12 month period, a new form must be completed.

**Appendix I**  
**Student Teaching Evaluation**

Kent State University  
College of Education, Health, and Human Services  
Student Teaching Evaluation

☐ Midterm ☐ Final

Student: \_\_\_\_\_

Term: \_\_\_\_\_

**Instructions:** Based on your observation of the candidate, please indicate the extent to which the Student Teacher exhibits behaviors consistent with Ohio Standards for the Teaching Profession and CAEP Standards as identified (any InTASC Alignment indicate item is aligned to CAEP Standard 1.1). **Information can and should be gleaned from both in-class observations and intentional follow-up conversations with the candidate and cooperating teacher.** Items (or criteria) requiring conversation with the candidate and/or cooperating teacher are marked with an **asterisk**. Conversations can be used to collect evidence for items and criteria beyond the ones marked with an asterisk.

**Scoring:** The "Met Standard" level is what candidates are expected to achieve. Candidates in their final clinical experience are not expected to meet the "Exceeded" category during their clinical experience. The exceeded category is included to indicate performance above and beyond the standard, which can help candidates envision ways to grow in the future. No additional points will be awarded for "exceeded" ratings; it is for feedback only and **should be selected if and only if the performance truly exceeds the standard and meets the description provided.**

Content and Instruction		
Supervisor Rating	1 - Content-area concepts, assumptions, skills (OSTP 2.1), and content-specific instructional strategies (OSTP 2.2) (CAEP 1.3) <i>InTASC Alignment: 4 - Content Knowledge, 7 - Planning for Instruction, 5 - Application of Content, 8 - Instructional Strategies</i>	Cooperating Teacher Rating
<input type="radio"/> Not Met	The candidate does not demonstrate knowledge of core concepts, facts, academic language, strategies and skills in the content area(s), nor do they sequence lessons and adjust instruction to address misconceptions.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate demonstrates adequate knowledge of core concepts, facts, academic language, strategies and skills in the content area(s), attempts to sequence lessons, and adjusts learning experiences to build understanding.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate demonstrates strong knowledge of core concepts, facts, academic language, strategies and skills in the content area(s), successfully links instruction with prior knowledge, and adjusts instruction to address misconceptions.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and.... The candidate seeks to extend their content knowledge, articulates how their instructional strategies are supported by research, and uses multiple representations and explanations of concepts to illustrate key ideas in their content area(s). (Should be verified through discussion)	<input type="radio"/> Exceed
Supervisor Rating	2 - Utilization of Ohio College and Career Ready Standards (OSTP 2.3), alignment to Ohio Academic Content Standards and school/district curriculum goals (OSTP 4.1) (CAEP 1.3, 1.4) <i>InTASC Alignment: 4 - Content Knowledge</i>	Cooperating Teacher Rating
<input type="radio"/> Not Met	The candidate does not align instruction with content and/or concepts in the Ohio College and Career Ready Standards nor do they incorporate Ohio Academic Content standards and curriculum priorities of their school and district.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate aligns instruction with content and/or concepts in the Ohio College and Career Ready Standards and incorporates either Ohio Academic Content standards or the curriculum priorities of their school and district.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate aligns instruction with content and/or concepts in the Ohio College and Career Ready Standards and incorporates both Ohio Academic Content standards and curriculum priorities of their school and district.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... The candidate structures instruction to ensure every young child achieves these standards and priorities.	<input type="radio"/> Exceed
Supervisor Rating	3 - Disciplinary connections with other content areas (OSTP 2.4) and relevant life experience (OSTP 2.5) <i>InTASC Alignment: 4 - Content Knowledge, 5 - Application of Content, 7 - Planning for Instruction, 8</i>	Cooperating Teacher Rating

	<b>- Instructional Strategies</b>	
<input type="radio"/> Not Met	The candidate does not link relevant content connections between disciplines and relevant real-life/real-world experiences.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate links relevant content connections between disciplines or relevant real-life/real-world experiences.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate links relevant content connections between disciplines and relevant real-life/real-world experiences by engaging young children in activities such as authentic problem-solving or discussion.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... The candidate incorporates local and global issues or engages young children in generating and evaluating new ideas or approaches.	<input type="radio"/> Exceed
<b>Supervisor Rating</b>	<b>4 - Communicates clear learning goals (OSTP 4.3) and plans instruction for the achievement of those specific goals (OSTP 4.3, 4.4)</b> <i>InTASC Alignment: 3 - Learning Environments, 4 - Content Knowledge, 7 - Planning for Instruction, 8 - Instructional Strategies</i>	<b>Cooperating Teacher Rating</b>
<input type="radio"/> Not Met	The candidate does not communicate learning goals to young children and does not plan instructional activities specific to the achievement of those goals.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate communicates learning goals to young children and plans instructional activities for the achievement of those specific goals.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate communicates learning goals to young children, plans instructional activities for the achievement of those specific goals, and articulates why they selected the specific activities.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... The candidate utilizes research-based strategies and addresses the needs of each young child in achieving those specific goals.	<input type="radio"/> Exceed
<b>Supervisor Rating</b>	<b>5 - Applies knowledge of how students think and learn to instructional design (OSTP 4.4) and creates/selects activities designed to help students develop as independent learners and complex problem-solvers (OSTP 4.6)</b> <i>InTASC Alignment: 3 - Learning Environments, 5 - Application of Content, 7 - Planning for Instruction, 8 - Instructional Strategies</i>	<b>Cooperating Teacher Rating</b>
<input type="radio"/> Not Met	The candidate does not select and create learning activities appropriate for their young children' cognitive or developmental maturity.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate selects and creates learning activities appropriate for their young children' cognitive or developmental maturity or sequences instruction thoughtfully to provide a foundation for future learning.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate selects and creates learning activities appropriate for their young children' cognitive or developmental maturity and sequences instruction thoughtfully to provide a foundation for future learning.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... The candidate implements open-ended and reflective learning opportunities for young children.	<input type="radio"/> Exceed
<b>Supervisor Rating</b>	<b>6 - Recognizes (OSTP 1.5) and differentiates (OSTP 4.5) instruction to meet needs of all students, including gifted students, students with disabilities and at-risk students</b> <i>InTASC Alignment: 1 - Learner Development, 2 - Learning Differences, 7 - Planning for Instruction, 9 - Professional Learning and Ethical Practice</i>	<b>Cooperating Teacher Rating</b>
<input type="radio"/> Not Met	The candidate does not recognize gifted young children, young children with disabilities, English Language Learners, or at-risk young children (1.5) nor do they employ strategies to differentiate instruction to support the learning needs of all young children (4.5).	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate recognizes gifted young children, young children with disabilities, English Language Learners, or at-risk young children (1.5) but applies only moderately effective strategies to differentiate instruction to support the learning needs of all young children.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate recognizes gifted young children, young children with disabilities, English Language Learners, or at-risk young children (1.5) and applies effective strategies to differentiate instruction by using grouping and pacing as appropriate (4.5).	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... The candidate identifies ways to advocate for the needs of young children with disabilities, young children at risk, English Language Learners, and gifted young children. (Should be verified through discussion)	<input type="radio"/> Exceed
<b>Supervisor Rating</b>	<b>7* - Uses resources effectively, including technology, to enhance student learning (OSTP 4.7, CAEP 1.5)</b>	<b>Cooperating Teacher Rating</b>



	<i>InTASC Alignment: 5 - Application of Content, 8 - Instructional Strategies, 10 - Leadership and Collaboration</i>	
<input type="radio"/> Not Met	The candidate does not use available resources and technology appropriate to their discipline(s).	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate uses available resources or technology appropriate to their discipline(s) to enhance young child learning, but does not explain how the selected technology enhances learning (ISTE Standard 5), empowers young children (ISTE Standard 2), or improves young child achievement (ISTE Standard 6).	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate uses available resources and technology appropriate to their discipline(s) to enhance young child learning, and explains how the selected technology enhances learning (ISTE Standard 5), empowers young children (ISTE Standard 2), and improves young child achievement (ISTE Standard 6).	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... The candidate effectively uses technology to collaborate with colleagues and young children to improve practice, discover, and share resources and ideas (ISTE Standard 4).	<input type="radio"/> Exceed

### Assessment and Instruction

Supervisor Rating	8* - Knowledge of assessment types, purposes and the data they generate (OSTP 3.1) and selection of appropriate types of diagnostic, formative, and summative assessment (OSTP 3.2) (CAEP 1.2) <i>InTASC Alignment: 6 - Assessment</i>	Cooperating Teacher Rating
<input type="radio"/> Not Met	The candidate does not connect assessment types and data they generate for evaluation of young child learning and does not select appropriate diagnostic, formative, and summative assessments.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate connects assessment types and data they generate for evaluation of young child learning, and uses a limited variety of assessment types (diagnostic, formative, and summative assessment).	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate connects assessment types and data they generate for evaluation of young child learning, and uses a variety of assessment types (diagnostic, formative, and summative assessment).	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... The candidate designs tools likely to collect valid and reliable data and uses those data to adjust instruction.	<input type="radio"/> Exceed
Supervisor Rating	9* - Analyzes data to monitor student learning and plans to modify instruction (OSTP 3.3, 4.2) (CAEP 1.2) <i>InTASC Alignment: 1 - Learner Development, 2 - Learning Differences, 6 - Assessment, 7 - Planning for Instruction, 8 - Instructional Strategies, 9 - Professional Learning and Ethical Practice</i>	Cooperating Teacher Rating
<input type="radio"/> Not Met	The candidate does not analyze data collected from assessment tools, nor do they identify how the data were used to modify instruction.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate analyzes data collected from assessment tools, but does not connect data to planning or differentiating instruction.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate analyzes data collected from assessment tools, connects data to planning and differentiating instruction, and monitors progress on learning goals.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and...The candidate analyzes data to identify trends and reflects on how to close young child learning gaps and improve their teaching practice.	<input type="radio"/> Exceed
Supervisor Rating	10* - Collaborates with students, parents, and colleagues on student progress (OSTP 3.4) <i>InTASC Alignment: 3 - Learning Environments, 6 - Assessment, 10 - Leadership and Collaboration</i>	Cooperating Teacher Rating
<input type="radio"/> Not Met	The candidate does not connect assessment to standards and criteria, nor do they provide feedback to young children, parents, or other school personnel while maintaining confidentiality.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate connects assessment to standards and criteria or provides feedback to young children, parents, or other school personnel while maintaining confidentiality.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate connects assessment to standards and criteria and provides feedback to young children, parents, or other school personnel while maintaining confidentiality.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and...The candidate's feedback includes guidance to empower growth.	<input type="radio"/> Exceed

### Students and Learning Environments

Supervisor	11* - Developmental and learning characteristics of age groups (OSTP 1.1)	Cooperating
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Rating	InTASC Alignment: 1 - Learner Development, 2 - Learning Differences	Teacher Rating
<input type="radio"/> Not Met	The candidate does not demonstrate an understanding of how young children develop (cognitive, linguistic, social, emotional and physical), construct knowledge, acquire skills, and establish thinking processes through use of instructional strategies or modalities in teaching.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate demonstrates limited understanding of how young children develop (cognitive, linguistic, social, emotional and physical), construct knowledge, acquire skills, and establish thinking processes by using developmentally appropriate instructional strategies or various modalities in teaching.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate demonstrates understanding of how young children develop (cognitive, linguistic, social, emotional and physical), construct knowledge, acquire skills, and establish thinking processes by using developmentally appropriate instructional strategies and various modalities in teaching.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... The candidate adjusts the instructional strategies and modalities to respond to young children's ability to develop and construct knowledge.	<input type="radio"/> Exceed
Supervisor Rating	12* - Knowledge of student needs and use of students' prior knowledge to meet needs (OSTP 1.2) InTASC Alignment: 1 - Learner Development, 2 - Learning Differences, 3 - Learning Environments, 5 - Application of Content, 7 - Planning for Instruction	Cooperating Teacher Rating
<input type="radio"/> Not Met	The candidate does not incorporate what young children know nor do they use it to inform instruction.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate incorporates what young children know, but does not meet their needs effectively through instruction.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate incorporates what young children know and meets their needs effectively through instruction.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... The candidate identifies and utilizes relevant pedagogical or instructional research to plan and implement differentiated instruction.	<input type="radio"/> Exceed
Supervisor Rating	13 - Demonstrates respect for students' diverse cultures, language skills and experiences (OSTP 1.4) InTASC Alignment: 2 - Learning Differences, 5 - Application of Content, 9 - Professional Learning and Ethical Practice, 10 - Leadership and Collaboration	Cooperating Teacher Rating
<input type="radio"/> Not Met	The candidate does not demonstrate respect for the diverse cultures, language skills, and experiences of young children.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate demonstrates respect by displaying knowledge of interests or cultural heritage of groups, but does not intentionally foster a community of appreciation.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate demonstrates respect by displaying knowledge of interests or cultural heritage of groups and intentionally fosters a community of appreciation.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... and builds relationships with young children and colleagues to ensure all young children are recognized and valued. (Should be verified through discussion)	<input type="radio"/> Exceed
Supervisor Rating	14* - Creates a classroom environment that is respectful, supportive and caring (OSTP 5.1), physically and emotionally safe (OSTP 5.2), and conducive to learning for all students (OSTP 5.5) InTASC Alignment: 2 - Learning Differences, 3 - Learning Environments, 9 - Professional Learning and Ethical Practice, 10 - Leadership and Collaboration	Cooperating Teacher Rating
<input type="radio"/> Not Met	The candidate does not create a classroom environment that is respectful and supportive, physically and emotionally safe, and conducive to learning for all students.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate regularly creates a classroom environment that is respectful and supportive, physically and emotionally safe, and conducive to learning for all students.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate constantly creates a classroom environment that is respectful and supportive, physically and emotionally safe, and conducive to learning for all students. The candidate maintains a productive environment and uses time effectively.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... The candidate enforces age-appropriate expectations for behavior within and outside the classroom, makes standards of conduct clear, and uses a variety of strategies to respond to appropriate and inappropriate behavior. The candidate promotes positive relationships, cooperation, and collaboration among students.	<input type="radio"/> Exceed
Supervisor	15 - Motivates students to be productive (OSTP 5.3), creates environments with collaborative	Cooperating

Rating	and individual work (OSTP 5.4), and encourages students to take responsibility for their own learning (OSTP 5.3) <i>InTASC Alignment: 3 - Learning Environments, 8 - Instructional Strategies, 10 - Leadership and Collaboration</i>	Teacher Rating
<input type="radio"/> Not Met	The candidate does not utilize strategies to increase young child motivation and interest and does not create learning situations in which young children work independently, collaboratively, and as a whole class.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate utilizes strategies to increase young child motivation and interest and creates learning situations in which young children work independently, collaboratively, or as a whole class.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate utilizes strategies to increase young child motivation and interest and creates learning situations in which young children work independently, collaboratively, and as a whole class.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... The candidate recognizes young child success, encourages young children to set goals and take responsibility for productivity in the classroom environment. (Should be verified through discussion)	<input type="radio"/> Exceed

### Collaboration, Communication, and Professional Responsibility

Supervisor Rating	16* - Uses effective language (written and oral) and appropriate technology for communication (OSTP 6.1, CAEP 1.5) <i>InTASC Alignment: 9 - Professional Learning and Ethical Practice, 10 - Leadership and Collaboration</i>	Cooperating Teacher Rating
<input type="radio"/> Not Met	The candidate does not communicate clearly with young children and does not leverage technology for communication (ISTE Standard 4).	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate's communication with young children is moderately clear. Written and oral vocabulary is effective for the age group. The candidate uses technology to a limited degree for communication (ISTE Standard 4).	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate's communication with young children is clear. Written and oral vocabulary is effective for the age group, and nonverbal communication is appropriate. The candidate uses technology effectively for communication (ISTE Standard 4).	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... The candidate adjusts their language (written, oral) and technology use to ensure audience understanding (parents, young children, community) and topic.	<input type="radio"/> Exceed
Supervisor Rating	17* - Collaborates effectively with other teachers (OSTP 6.3) engages in co-teaching. <i>InTASC Alignment: 3 - Learning Environments, 7 - Planning for Instruction, 10 - Leadership and Collaboration</i>	Cooperating Teacher Rating
<input type="radio"/> Not Met	The candidate does not work effectively with other teachers through co-teaching or other collaborative opportunities.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate works somewhat effectively with other teachers through co-teaching or other collaborative opportunities.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate works effectively with other teachers, through co-teaching or other collaborative opportunities.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... The candidate seeks to improve their practice and their school setting through peer observation, coaching, and a team approach.	<input type="radio"/> Exceed
Supervisor Rating	18* - Collaborates effectively with administrators and school and district staff (OSTP 6.3) and local and community agencies as appropriate, to promote a positive environment for student learning (OSTP 6.4) <i>InTASC Alignment: 3 - Learning Environments, 7 - Planning for Instruction, 9 - Professional Learning and Ethical Practice, 10 - Leadership and Collaboration</i>	Cooperating Teacher Rating
<input type="radio"/> Not Met	The candidate does not collaborate with school and district staff, administrators, the local community, or community agencies to promote a positive environment for young child learning.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate collaborates with school and district staff, administrators, the local community, or community to promote a positive environment for young child learning, but collaboration may occur at inopportune times or via ineffective channels.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate collaborates with school and district staff, administrators, the local community, or community, at appropriate times through appropriate channels to promote a positive environment for young child learning.	<input type="radio"/> Met Standard

<input type="radio"/> Exceed	"Met" and... The candidate identifies opportunities for future collaboration (i.e. partnerships) across the school or district with appropriate personnel and/or local and community agencies.	<input type="radio"/> Exceed
<b>Supervisor Rating</b>	<b>19* - Understands, uphold and follow professional ethics, policies and legal codes of professional conduct. (OSTP 7.1) (CAEP 1.2)</b> <i>InTASC Alignment: 9 - Professional Learning and Ethical Practice</i>	<b>Cooperating Teacher Rating</b>
<input type="radio"/> Not Met	The candidate does not understand or uphold professional ethics, policies and legal codes of professional conduct in their practice.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate understands and follows professional ethics, policies and legal codes of professional conduct, but does not clearly link practice to these elements.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate understands, upholds and follows professional ethics, policies and legal codes of professional conduct, and clearly links practice to these elements.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... The candidate serves as a model for their fellow young child-teachers.	<input type="radio"/> Exceed
<b>Supervisor Rating</b>	<b>20* - Engages in reflection and makes plans for engaging in continuous, purposeful professional development (OSTP 7.2), including new technologies and practices with technology to enhance student learning (CAEP 1.5)</b> <i>InTASC Alignment: 9 - Professional Learning and Ethical Practice</i>	<b>Cooperating Teacher Rating</b>
<input type="radio"/> Not Met	The candidate does not reflect and plan for engaging in continuous, purposeful professional development including exploring new technologies to improve young child learning (ISTE Standard 1).	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate reflects on their strengths and weaknesses and plans for engaging in continuous, purposeful professional development. Plans do not include exploration of new technologies to improve young child learning (ISTE Standard 1).	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate reflects on their strengths and weaknesses and plans for engaging in continuous, purposeful professional development and includes exploring new technologies to improve young child learning (ISTE Standard 1) in those plans.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... connects specific professional development opportunities (technology and otherwise) to specific personal development goals.	<input type="radio"/> Exceed
<b>Supervisor Rating</b>	<b>21* - Seeks opportunities to positively impact teaching quality and student achievement (partial alignment to OSTP 7.3) through use research and evidence to develop an understanding of the teaching profession (CAEP.1.2)</b> <i>InTASC Alignment: 9 - Professional Learning and Ethical Practice, 10 - Leadership and Collaboration</i>	<b>Cooperating Teacher Rating</b>
<input type="radio"/> Not Met	The candidate does not incorporate research-based best practices in their teaching.	<input type="radio"/> Not Met
<input type="radio"/> Partially Met	The candidate incorporates a limited variety of research-based best practices in their teaching.	<input type="radio"/> Partially Met
<input type="radio"/> Met Standard	The candidate incorporates a variety of research-based best practices in their teaching.	<input type="radio"/> Met Standard
<input type="radio"/> Exceed	"Met" and... The candidate can articulate how these best-practices have positively impacted young child achievement using data.	<input type="radio"/> Exceed

Supervisor Overall Comments	Cooperating Teacher Overall Comments
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