Teacher Education
Pre-Candidate Handbook

Fall 2014
Table of Contents

**Teacher Education Handbook**

<table>
<thead>
<tr>
<th>Section I: Program Overview</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Preface</td>
<td>3</td>
</tr>
<tr>
<td>• College Mission and Learning Outcomes</td>
<td>4</td>
</tr>
<tr>
<td>• Accreditation</td>
<td>4</td>
</tr>
<tr>
<td>• Program Philosophy</td>
<td>5</td>
</tr>
<tr>
<td>• Teacher Education Conceptual Framework and Outcomes</td>
<td>6-7</td>
</tr>
<tr>
<td>• Licensure Programs</td>
<td>7-8</td>
</tr>
<tr>
<td>• License Reciprocity</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section II: Pre-Candidate Expectations and Requirements</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Four Core Classes</td>
<td>9-10</td>
</tr>
<tr>
<td>• Professional Conduct</td>
<td>10</td>
</tr>
<tr>
<td>• Academic Performance</td>
<td>10</td>
</tr>
<tr>
<td>• Background Checks</td>
<td>10-11</td>
</tr>
<tr>
<td>• Academic Appeals</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section III: Teacher Education Council</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Description</td>
<td>13</td>
</tr>
<tr>
<td>• Role and Responsibilities</td>
<td>13</td>
</tr>
<tr>
<td>• Appeals Process</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section IV: Early Clinical Experiences</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Description</td>
<td>14</td>
</tr>
<tr>
<td>• Expectations</td>
<td>14</td>
</tr>
<tr>
<td>• Removal of a Pre-Candidate</td>
<td>14-15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section V: Early Practicums</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Descriptions</td>
<td>16</td>
</tr>
<tr>
<td>• Expectations</td>
<td>16</td>
</tr>
<tr>
<td>• Removal of a Pre-Candidate</td>
<td>16-17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section VI: Admission Process</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Criteria for Admission</td>
<td>18-19</td>
</tr>
<tr>
<td>• Admission Levels</td>
<td>19-22</td>
</tr>
<tr>
<td>• Appeals</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section VII: Faculty &amp; Staff</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23-24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section VIII: Links to Resources</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25-26</td>
</tr>
</tbody>
</table>
Section I: Program Overview

PREFACE

Becoming an effective teacher is a rigorous and incremental process. The sequence and content for the Defiance College Teacher Education Programs are designed to help you achieve this goal. However, each pre–candidate/candidate must take seriously his/her commitment to academic study and learning. In addition, it is the responsibility of each pre–candidate/candidate to become informed about the program requirements and expectations.

This handbook serves as a reference for all pre–candidates/candidates interested in becoming a teacher and is considered to be an extension of the Defiance College Catalog. The College reserves the right to make changes as required in course offerings, curricula, policies, rules and regulations affecting pre–candidates/candidates in the Teacher Education Programs. Pre–candidates/candidates should keep this handbook readily available and up–to–date as they progress through the teacher education program.

The professional/education faculty stands ready to assist you, and we wish you well as you pursue your career choice of becoming a teacher.

Teacher Education Faculty
Defiance College
DEFIANCE COLLEGE MISSION & LEARNING OUTCOMES

Defiance College provides students with rigorous academic programming and distinctive and dynamic service learning experiences. Moreover, Defiance College is recognized as a leader in using ever–changing student–centered approaches to lifelong learning. As a United Church of Christ related college, the Defiance College community of engaged learners is dedicated to developing the whole person through instilling within our students a search for truth, sensitivity to our world and diverse cultures within it; and an ability to lead in their chosen professions in a spirit of global service. Defiance college emphasizes learning based on the four pillars of our educational philosophy: to know, to understand, to lead and to serve.

To Know
We believe that the liberal arts are the broad basis for all learning. We affirm that academic excellence demands a commitment to truth, competency in research and other problem solving methods, the ability to synthesize knowledge from many sources, and the capacity for self–directed learning.

To Understand
We provide opportunities for students to perceive and make connections between the intellectual realm and the world. We strive to develop awareness of and sensitivity to global interdependence and diverse cultures.

To Lead
We are committed to the betterment of the community, the nation, and the world through the development of leadership skills and abilities. We provide opportunities for students to initiate and facilitate beneficial action in and out of the classroom and encourage self-reflection on the role of the dedicated leader.

To Serve
We encourage our students to serve their fellow students, their chosen fields of study, their communities and the world. We provide opportunities for them to transform society through civic engagement along with application of their knowledge and understanding to service.

ACCREDITATION

Defiance College is accredited by the North Central Association of Colleges and Schools. The Teacher Education Program has received accreditation by the National Council for Accreditation of Teacher Education. All teacher licensure programs have been nationally recognized (approved) by either the appropriate professional organization in Early Childhood; Middle Childhood, Language Arts/Reading, Mathematics, Science, Social Studies; Adolescent to Young Adult Licenses in Integrated Language Arts, Integrated Math, Integrated Social Studies, Life Sciences, and Life Sciences and Chemistry, and Multi–Age Licenses in Physical Education and Health, and in Intervention Specialist: Mild–to–Moderate, or by the Ohio Board of Regents.

Whenever changes in Ohio Standards for Teacher Education and Licensure are recommended by the Ohio Department of Education and the Ohio Board of Regents and passed into law by the Ohio State Legislature, requirements will necessarily be altered to comply with standards and regulations. Current programs being offered have been developed in response to the latest legislation.
TEACHER EDUCATION PROGRAM PHILOSOPHY

Defiance College emphasizes learning based on the four pillars of its mission, “to know, to understand, to lead, to serve.” Within the tradition of liberal education, pre–candidates and candidates experience broadly based learning in communication skills, critical thinking, moral development, the examination of global societies, and the abilities needed to function within a diverse society. Studies within the humanities, arts, sciences and social sciences lead to an understanding of the complex, diverse world in which we live.

The college strives to ensure that traditional liberal arts education is actively connected to the world. Learning at Defiance is characterized by forging intellectual connections and engagement of the mind with the environment, the self with others, individual with community, generality with context, and deliberation with action. As a result, pre–candidates/candidates are expected to combine knowledge and understanding with active leadership and service as they develop reasoning abilities, superior professional skills, a well–developed sense of self and moral judgment, and an understanding of their civic roles and responsibilities.

Enhanced learning is realized through active engagement in research, service learning, and campus organizations and abilities. It is shared and expanded through interactions with like professionals and in leadership opportunities, cooperative education and internships, and partnerships with local, regional, national, and international organizations. The Defiance College Teacher Education Program will provide pre–candidates/candidates with the knowledge and experiences necessary for the improvement of the world of tomorrow.

The philosophy of the Teacher Education Program parallels that of the College but uses educational content and context to operationalize the philosophy. The Teacher Education Program has as its main objective to prepare effective teachers as demonstrated through their ability to promote pre–candidate/candidate learning. The curriculum provides pre–candidates and candidates with an opportunity to learn both theoretical and practical aspects of teaching while striving to develop the knowledge, skills, and dispositions that lead to increased teacher competence. This is done through a well–planned sequence of courses that improve basic skills, an understanding of discipline based content and knowledge, and the use of best practice methods and pedagogy.

Above all, the faculty is ready to assist each teacher education pre–candidate/candidate to be successful at meeting the standards that define best practice and succeed in the passage of required tests and classroom assessments.
Figure 1. Four pillars and key aspects of the Teacher Education Conceptual Framework
Defiance College Teacher Candidate Outcomes (based on the key aspects of the Defiance College Mission)

Basis in Liberal Arts Pillar 1 – To Know

1. Value learning in the liberal arts and sciences and have content knowledge to establish credibility as teachers and leaders in helping Ohio’s children master the content that is articulated in the Academic Content Standards.

Commitment to Truth Pillar 1 – To Know

2. Use information that is reliable, credible and reflects the best contemporary thinking about teaching and enhancing student learning and have the ability to disarm the misconceptions about professional practice that are based on incorrect information.

Competency in Problem Solving Pillar 1 – To Know

3. Use problem solving strategies as a tool for implementing, evaluating and revising classrooms routines, strategies and protocols to meet instructional goals and improve practice.

Ability to Synthesize Information Pillar 1 – To Know

4. Identify what is known (from action) and what is to be learned (in action) (Munby et al, 2001) as a way to facilitate synthesis and connection between experience, content knowledge and methodology.

Capacity for Self-directed Learning Pillar 1 – To Know

5. Value and demonstrate the capacity for self-directed learning in order to foster continual growth.

Sensitivity to Others in a Global Community Pillar 2 – To Understand

6. Choose instructional dialogue and discourse that reflect sensitivity to each member of the global community of learners and underscore an ethical obligation to understanding that dialogue and discourse have power and significance in the way that each learner perceives and responds to that discourse.

Develop Awareness of Diverse Cultures Pillar 2 – To Understand

7. Understand the major constructs related to diversity …and “make this knowledge useful in the organization of teaching and learning” (Gallego et al, 2001).

Self-Reflection Pillar 3 – To Lead

8. Value self-reflection and use the knowledge from reflection to inform and improve practice and aspire to the role of instructional leader.
Growth through Service in Chosen Field of Study Pillar 4 – To Serve

9. Serve the field of education by acting in professionally moral ways and putting aside one’s personal preferences as the source of choosing professional behavior and action and base one’s professional behavior on the profession’s code of ethics in order to support all learners.

10. Transform passion to one’s profession through service beyond the requirements

Proficiencies

Proficiencies further define the knowledge and skills expected of each intern and all assessments are aligned with these proficiencies. Key proficiencies for pre–candidates/candidates are aligned with the teacher education learner outcomes. The proficiencies are:

1. To demonstrate academic content knowledge and skills
2. To demonstrate pedagogical knowledge and skill including technology
3. To foster student learning through appropriate instruction including technology
4. To use assessment information to plan future instruction
5. To demonstrate an understanding and value for diversity
6. To demonstrate professional dispositions in all aspects of teaching and professional life

LICENSURE PROGRAMS

The Defiance College Teacher Education Program offers the following Ohio Teacher Licensure Programs.

<table>
<thead>
<tr>
<th>Undergraduate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Licensure Program</strong></td>
</tr>
<tr>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Middle Childhood Education</td>
</tr>
<tr>
<td>Adolescent/Young Adult Education</td>
</tr>
<tr>
<td>Multi-Age Education</td>
</tr>
<tr>
<td>Intervention Specialist</td>
</tr>
<tr>
<td>ECE Endorsement</td>
</tr>
<tr>
<td>Middle Childhood Generalist Endorsement</td>
</tr>
</tbody>
</table>
## Graduate Programs

<table>
<thead>
<tr>
<th>Licensure Program</th>
<th>Ages/Grades Served</th>
<th>Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Specialist</td>
<td>K–12</td>
<td>Mild–to–Moderate</td>
</tr>
</tbody>
</table>

## Undergraduate Post Baccalaureate Programs

<table>
<thead>
<tr>
<th>Licensure Program</th>
<th>Ages/Grades Served</th>
<th>Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education Endorsement</td>
<td>4–5</td>
<td></td>
</tr>
<tr>
<td>Middle Childhood Generalist Endorsement</td>
<td>4–6</td>
<td>Math, Science, Language Arts, Social Studies</td>
</tr>
</tbody>
</table>

## RECIPROCITY OF TEACHING LICENSES

Many states issue their state’s teacher certification/licenses to the holders of valid Ohio teaching licenses without additional coursework and/or testing. Some states, however, place stipulations on the use of the teaching licenses to certain professional positions. Some states that do not use the Pearson (Ohio Educator Assessment) tests may require their own state’s developed tests. Some states require specific course work to be completed. In any case, it is always advisable to obtain the Ohio license and then seek licensure in another state. To try to get certification/licensure from another state without an Ohio License opens the door for many requirements to be placed upon the license seeker.

Candidates intending to teach in another state other than Ohio should contact the Education Department of that state to determine the requirements for holders of a license from another state. Almost all state Departments of Education have web sites that include information about this issue including the names, numbers, and email addresses of the proper persons to notify. Reciprocal agreements between Ohio and other states are also changing. Stay up to date by checking the web sites and contacting the appropriate offices to determine if the license you are seeking will transfer to another state.
Section II: PreCandidate Expectations & Requirements

FOUR CORE CLASSES

All education majors participate in four common classes that provide the core knowledge for all licensure programs. Successful completion of these courses (no less than a C in each course) are essential for admission into the Teacher Education Program. As part of this coursework, candidates will participate in the Early Clinical Experience Program (see the program’s section in this handbook for more information). Due to the field hours required as part of this coursework, candidates are encouraged to take no more than 2 of these 4 classes in any given semester.

ED 202 – Instructional Technology
This course is designed to provide experiences to teacher candidates in the use of technology in teaching and learning. Data collection, software selection, production and application of technologies in Lesson Plans for use in classrooms will be studied. In this course, students will explore critical issues surrounding the use of technology in educational settings. Students will also cultivate skills in the use of technological advances relevant to current and future educational and professional experiences. Students will develop a practical understanding of the use of technology in the classroom environment through a 10–hour clinical experience. This course will be required of all license–seeking students Pre–K to Young Adult.

ED 221 – Foundations of American Public Education
Provides a historical, philosophical, legal, and social overview of education examined through the lens of socio–cultural diversity and democratic principles. Students will examine how schools are organized, administered and financed. In addition, students will explore the professional skills, competencies and dispositions necessary to provide an effective and meaningful democratic education to a diverse student body. This course emphasizes the research and study of these principles as they relate to modern trends and issues in PreK–12 educational environments. Students will develop a practical understanding of the course content in the classroom environment through a 10–hour clinical experience. This course will be required of all license–seeking students PreK–Young Adult.

ED228 – Education of the Exceptional Student
A study of the characteristics of children with disabilities including those who are at risk, those with developmental variations and those with specialized abilities (gifted) will be addressed. The related services and adaptive technologies for children with exceptionalities as well as the impact of family, cultural, racial, and ethnic diversity on learning are explored, as well as coverage of Response to Intervention and Universal Design. The course also addresses the history, law, and philosophy of special education as it relates to services for children with disabilities and the role of the classroom teacher in the process. Students will have the opportunity to develop a practical understanding of course concepts through a 10–hour clinical experience in a classroom environment.

ED 229 – Educational Psychology
The course gives teacher education majors the opportunity to learn about developmental stages of children, the study of theories and principles of learning and ways these theories impact learning and teaching. Theories of motivation, impact of learner diversity (ethnic, socio–economic and cultural) learning style variations, multiple intelligences, brain hemisphericity, physically challenging conditions, and cognitive
styles are all addressed as ways that classroom practice is influenced and changed. Students will have the opportunity to develop a practical understanding of course concepts through a 10-hour clinical experience in a classroom environment.

**PROFESSIONAL CONDUCT**

The Teacher Education Program promotes the development of professional conduct and active involvement in the broader profession. The expectations for professional conduct are of significance during all field experiences, beginning with the early clinical experience through the internship, especially given the responsibility for directly working with children.

**Defiance College Teacher Education Program**

**Expectations for Professional Conduct**

1. Pre–candidates are expected to adhere to all the policies of the college’s partner school and comply with all applicable policies, procedures and regulations of the school/district.
2. Pre–candidates are expected to be familiar with and work toward the conduct outlined in the Licensure Code of Professional Conduct for Ohio Teachers from the beginning of their work through their career as a licensed professional educator.
3. Pre–candidates are responsible for demonstrating professional conduct as defined by the Ohio Standards for the Teaching Profession, adopted by the Ohio State Board of Education in 2005.
4. Pre–candidates are expected to dress professionally as described in the section on candidate professional dress.
5. Pre–candidates are expected to model appropriate language usage, spelling, mechanics, and handwriting in the classroom.
6. Pre–candidates will adhere to the college’s academic honesty policy as outlined in the undergraduate catalog.
7. Pre–candidates are expected to maintain appropriate interpersonal relationships with the mentor teacher, Director of Educational Partnerships, and Coordinator of CAEP and Clinical Experiences.
8. Pre–candidates enrolled in early clinical experience must complete all documentation as outlined in each course syllabus.

**ACADEMIC PERFORMANCE EXPECTATIONS**

No grade of “C–” or below will be accepted in any education (EDUC) or Physical and Health Education (PHE) course, or in CORE 120 Introduction to Human Communication and CORE 125 Composition I. Pre–candidates must maintain a cumulative GPA equal to or greater than 3.0 on a 4.0 scale.

**CRIMINAL RECORDS CHECKS**

Current BCI and FBI criminal records checks must be on file in the Office of Teacher Education at regularly scheduled intervals throughout the Teacher Education Program in order to participate in any field experience. “Current” refers to reports which are less than 365 days old on the first day of classes for the given semester.

Pre–candidates must have a current BCI and FBI criminal records check on file when they begin their first field experience. They must have a new BCI and FBI criminal records check again when they apply for admission into the program. Once granted admission to the program, Candidates must have a current BCI and FBI criminal records check on file at the start of each semester in which they spend time in the field.
Pre-Candidates must have a BCI and FBI criminal records check on file any semester in which they are enrolled in the following courses:

- EDUC 202
- EDUC 221
- EDUC 222
- EDUC 223
- EDUC 228
- EDUC 229
- EDUC 232
- EDUC 234
- HPE 259

For more information on how to obtain your BCI and FBI criminal background records, contact the Office of Teacher Education in Defiance Hall 104 or by calling 419.783.2323 to obtain a copy of the Criminal Background Information Sheet.

**ACADEMIC APPEALS**

All students have rights to grievance procedures if they feel they have been treated, graded for evaluated in the field unfairly. Teacher education candidates are expected to adhere to the following procedures should they choose to appeal any academic matter including grades, evaluations or decisions of the teacher education council.

1. The candidate must first speak directly to the course instructor, the cooperating teacher or the field supervisor directly as the first step towards the resolution of the difference.
2. If the candidate still feels their rights have been violated, a meeting can be scheduled with the student, faculty member or field instructor, and the Director of Education.
3. Should a satisfactory solution not come forth from the meeting, an appeal may be made to the Teacher Education Council. Candidates make an appeal to the Teacher Education Council by submitting a letter indicating what they wish to appeal and the basis or reasons for appeal. All appeal letters should be submitted to the Director of Education.
   a. The written appeal should state the reason(s) for the appeal and provide evidence supporting the candidate’s position. The Director of Education will send the letter of appeal to the council members and schedule a meeting of the Teacher Education Council and other relevant parties. Pre–candidates are required to present their appeal in person to the Teacher Education Council so questions can be answered or clarifications be made. The Teacher Education Council will then discuss the appeal and reach a decision.
4. If a grievance still remains unresolved to the candidate’s satisfaction, the student may submit an appeal, in writing, to the Office of Academic Affairs.
SECTION III: Teacher Education Council

The Teacher Education Council is comprised of the following members:

- Director of Education, who chairs the TEC
- Director of Educational Partnerships
- One member from each division that offers required content courses in one or more education licensure areas (two–year terms)
- One additional faculty member from the teacher education program (two–year term)
- Assistant Dean of Students
- Coordinator of CAEP and Clinical Experiences

The responsibilities of the Teacher Education Council include:

- To formulate and monitor policies and procedures relating to the teacher education programs.
- To evaluate candidates for admission to the Teacher Education Program.
- To hold hearings to determine whether a candidate should be removed from a clinical placement or removed from the Teacher Education Program.
- For candidates removed from a clinical placement or from the program, the Teacher Education Council will determine criteria for the candidate to be returned to Satisfactory status, to return to their clinical experiences or to be readmitted to the program.
- To monitor and hear appeals and grievances on program matters related to candidate standing, clinical experiences and candidate evaluations.

**Grievance Procedures**

All students have rights to grievance procedures if they feel they have been treated, graded for evaluated in the field unfairly. Teacher education candidates are expected to adhere to the following procedures should they choose to appeal any academic matter including grades, evaluations or decisions of the teacher education council.

1. The candidate must first speak directly to the course instructor, the cooperating teacher or the field supervisor directly as the first step towards the resolution of the difference.
2. If the candidate still feels their rights have been violated, a meeting can be scheduled with the student, faculty member or field instructor, and the Director of Education.
3. Should a satisfactory solution not come forth from the meeting, an appeal may be made to the Teacher Education Council. Candidates make an appeal to the Teacher Education Council by submitting a letter indicating what they wish to appeal and the basis or reasons for the appeal. All appeal letters should be submitted to the Director of Education.
   a. The written appeal should state the reason(s) for the appeal and provide evidence supporting the candidate’s position. The Director of Education will send the letter of appeal to the council members and schedule a meeting of the Teacher Education Council and other relevant parties. Pre–Candidates are required to present their appeal in person to the Teacher Education Council so questions can be answered or clarifications be made. The Teacher Education Council will then discuss the appeal and reach a decision.
   b. For matters other than course grades, the decision of the Teacher Education Council is final.
4. If a grievance related to a course grade still remains unresolved to the candidate’s satisfaction, the student may submit an appeal, in writing, to the Office of Academic Affairs.
SECTION IV: Early Clinical Experiences

Description of Early Clinical Experience

Defiance College and Defiance City Schools have developed an Early Clinical Experience for Defiance College Teacher Education students. This experience is aimed at providing clinical experiences throughout a DC student’s program to support and develop the concepts being taught in education classes. It was developed in response to a Blue Ribbon Panel Report published by CAEP (National Council for Accreditation of Teacher Education) which calls for a “…move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses.” (CAEP, 2010) To reach all education students, four required core courses will be used to transmit information and materials and to gather data for this experience. These courses are EDUC 202, 221, 228 and 229. Students will be expected to complete one hour of clinical experience per week per course, or ten hours of clinical experience per course by the end of the semester. Placements are arranged by the Director of Educational Partnerships through the aforementioned courses.

Early Childhood and Physical Education & Health Candidates have additional clinical experiences through practicum supported by required courses in the majors. These hours do not count toward the Early Clinical Experience requirements unless approved by the Director of Education on a case by case basis.

Expectations

Pre–candidates are expected to act and dress professionally (see the link for the Defiance College Dress Code below) at all times. The early clinical experiences are the first in a long–line of opportunities for pre–candidates to demonstrate their desire and dedication to becoming fully licensed professional educators.

To that end, candidates are expected to arrive and leave at the required times and are responsible for arranging their own transportation to and from their assigned schools. Efforts will be made to assist in arranging carpools, but this does not guarantee that transportation will be provided for you. If you are unable to make it to your placement, you must contact your mentor teacher and the Director of Educational Partnerships in Defiance Hall 104C before your assigned start time. While you are in the building, remember you are a guest and should follow the instructions of your cooperating teacher and building principal. Remember, you are a professional and you should help the school staff to model appropriate, professional behavior. For a full outline of pre–candidate expectations, please see the Early Clinical Experience handbook.

Removal of a Pre–candidate from the Early Clinical Experience Program

In the event that a pre–candidate’s performance drops below a satisfactory level during the Early Clinical Experience Program, the Principal or the cooperating teacher will contact the Director of Educational Partnerships so a conference can be arranged to discuss the concerns and chart a course of action. The removal of a candidate should be a joint decision between the District and the College. However, if a pre–candidate’s behavior is deemed to be unsafe or inappropriate, is seen as a risk to the children, illegal, or is a detriment to the integrity of the learning environment, the building principal or mentor teacher may remove the pre–candidate immediately and a follow–up conference may be scheduled with all parties involved.
Pre–candidates/candidates may not return to field experiences until their case has been reviewed by the Teacher Education Council and the pre–candidate/candidate has completed all remediation recommended by the Council.
SECTION V: Early Practicums

Description

In addition to the regular instructional components of the courses in the teacher education course sequence, several of the courses include field (practicum) and clinical components in which pre–candidates are required to successfully participate before completing the courses. These practicum courses include:

- EDUC 222
- EDUC 232
- EDUC 234
- HPE 259

For these experiences, the course instructor will make all field and clinical arrangements. Under no circumstances is a pre–candidate to call a principal or show up in a school expecting to observe or do practicum without those arrangements having been made previously by the College.

Expectations

All field experiences must be documented with hours and activities logged by the teacher education pre–candidates/candidates and the course instructors/college supervisors. Generally, pre–candidates/candidates will spend about 40 clock hours with PreK–12 students in the field for every credit hour earned. Mentor teachers are to provide documentation of the hours and quality of the experiences. All documentation related to field and clinical experiences becomes part of the pre–candidates/candidates education files and/or portfolios.

As a part of these experiences, the pre–candidate will receive evaluations. Pre–candidates who do not have positive evaluations on all field evaluations or do not meet the required benchmark score on other required assessments such as the disposition rating form and/or field assessment form will not be permitted to advance to the next level of the program, but will have the opportunity to retake the course and/or the field work. If the pre–candidate/candidate does not obtain positive evaluations during the second experience, he/she will be dropped from the program.

Transportation to and from the assigned school is the responsibility of the pre–candidate.

Teacher education pre–candidates are expected to dress professionally at all times while in the field. Please see the Defiance College Dress Code at the end of this document for more information.

Removal of a Pre–candidate from the Early Practicums

In the event that a pre–candidate’s performance drops below a satisfactory level during an Early Practicum, the Principal or the cooperating teacher will contact the Director of Education or the course instructor so a conference can be arranged to discuss the concerns and chart a course of action. The removal of a candidate should be a joint decision between the District and the College. However, if a pre–candidate’s behavior is deemed to be unsafe or inappropriate, is seen as a risk to the children, illegal, or is a detriment to the integrity of the learning environment, the building principal or mentor teacher may remove the pre–candidate immediately and a follow–up conference may be scheduled with all parties involved.
Pre–candidates/candidates may not return to field experiences until their case has been reviewed by the Teacher Education Council and the pre–candidate/candidate has completed all remediation recommended by the Council.
SECTION VI: Admission Process

FLOW CHART OF DEFIANCE COLLEGE
TEACHER EDUCATION PROGRAM

Enter Defiance College as Teacher Education Pre-Candidate

Take 200–Level Education Courses and Successfully Complete Early Clinical Experiences

Apply For Admission into Teacher Education Program
Application; 3.00 GPA; Disposition Ratings; at least 2 references (1 verifying work with children and/or youth); clear criminal records reports (FBI and BCI). The Teacher Education Council will not review an application until all required materials are submitted. No grade of “C–” or below in any Education, Physical Education or Health Education course, CORE120 Introduction to Communication and CORE 125 Composition I.

Progress through Gate 1 – Full Admission to Program
Conditional Admission To Program for One Semester
Admission to Program Denied

Progress through Gate 2 – Meet Requirements
Take OAE Content Test Meet Requirements
Rectify Deficiencies and Reapply for Program Admittance

Progress through Gate 3 – Go to Internship
Successful Completion of Internship

Progress through Gate 4 – COMPLETION OF PROGRAM
ADMISSION PROCESS

Pre–candidates who have declared Education as their major field of study and who are pursuing Teacher Licensure must apply to and be granted admission into the Teacher Education Program before they may enroll in education courses designated as methods or their associated field experiences (EDUC 308, 309, 332, 333, 334, 340, 370, 380, 407, 435, 442, 443, 444, 445, 452, 453, 454, 455, HPE 317, 376). Pre–candidates must apply for admission during their sophomore year, but no later than the end of April in their sophomore year.

The Teacher Education Council (TEC) reviews and acts on all applications. The Council meets in August, December, and April. The TEC is chaired by the Director of Education. Additional membership includes the Assistant Dean of Students, the Director of Educational Partnerships, the Coordinator of CAEP and Clinical Experiences, one Representative from each Academic Division, and an additional faculty Representative from the Teacher Education Program.

Criteria for Teacher Education Program Admission

The Teacher Education pre–candidate must submit documents as part of the application process before review by the Teacher Education Council. The following is a list of materials that pre–candidates are responsible for collecting and submitting in their 3–ring binder.

1. Resumé with the following:
   - Education: List schools attended (high school and college), degrees, certificates, etc.
   - Employment: List positions, dates and responsibilities.
   - Experience with Children and Youth (paid or volunteer). Provide the following information for each experience you list under this category. Be specific about:
     - Where you had the experience
     - What you did
     - The length of time involved
     - The age of the children you worked with
     - The name of the person who supervised you that could be contacted about your experience.
   - Honors, awards, hobbies and/or organizations to which you belong.

2. Self-evaluation on Disposition Rating Form

3. Teacher Education Handbook.

THE 3–RING BINDER MUST BE TURNED IN TO THE TEACHER EDUCATION OFFICE THREE WEEKS PRIOR TO THE TEACHER EDUCATION COUNCIL MEETING TO BE INCLUDED FOR REVIEW AT THAT COUNCIL MEETING. DATES OF COUNCIL MEETINGS AS WELL AS DUE DATES FOR SUBMISSION OF MATERIALS WILL BE POSTED ON THE TEACHER EDUCATION BULLETIN BOARD IN DEFIANCE HALL, ACROSS FROM DEF13.

The following documents must be in all pre–candidates’ files in the Office of Teacher Education, located in Defiance Hall 104, before the Teacher Education Council reviews them. Each item below is marked as to who is responsible for submitting the item to the Office of Teacher Education. (Note: The Office of Teacher Education uses a check list to record all the required documentation for application to the Teacher Education Program. See Appendix A for a copy of that check list. Candidates are encouraged to use this list themselves to ensure that all documentation has been received by the Office of Teacher Education.)
All required forms for the admissions process can be obtained in the Office of Teacher Education, located in Defiance Hall 104.

1. Completed Application for Admission turned in by the pre–candidate.
2. Self–evaluation on Disposition Rating Form
3. Recommendation forms completed by following:
   - Any Defiance College professor of the pre–candidate’s choice. This must be a professor who knows you as a student or learner in an academic course. **A recommendation from a coach of an athletic team who has never known you in the academic context will not qualify as a recommendation from a professor.**
   - Supervisors or similar persons who can verify satisfactory work or volunteer experience with children and/or youth. The pre–candidate is encouraged to submit at least two of these.

**NOTE:** It is the responsibility of the pre–candidate to have all of the above sent directly to the Teacher Education Office (Defiance Hall 104). Recommendation forms may be accompanied with a letter of recommendation, but recommendation letters alone will not satisfy the requirement. All letters must include a completed recommendation form.

4. Disposition rating form from any of the following courses the pre–candidate has taken:
   - Professor for Foundations of American Public Education, EDUC 221.
   - Professors for EDUC 202, EDUC 228, and EDUC 229 (need 2 of the 3)

The Disposition Rating Forms are completed by the professors and submitted directly to the Teacher Education Office.

**NOTE:** Students who transfer credits for the above listed classes should request their previous professor(s) of the listed classes to complete and submit a form to the Teacher Education Office. If this is not a feasible option, transfer students may request professors from other education courses to complete and submit the forms in lieu of the original requirement.

5. A current Federal and Ohio criminal background check that was submitted according to the schedule and reveals no arrests or convictions that would preclude the candidate from obtaining a teaching license in Ohio. This is the responsibility of the pre–candidate to complete and results must be sent directly to the Office of Teacher Education. See for instructions on obtaining criminal records checks.

The Office of Teacher Education checks the following criteria:

1. A minimum overall grade point average of 3.0 on a 4.0 scale in their college coursework. **OR**
   Meet minimum standardized test scores in math, reading, and writing as outlined below:

<table>
<thead>
<tr>
<th></th>
<th>ACT</th>
<th>SAT</th>
<th>Praxis CASE</th>
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</thead>
<tbody>
<tr>
<td>Math</td>
<td>22</td>
<td>520</td>
<td>150</td>
</tr>
<tr>
<td>Reading</td>
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</tr>
<tr>
<td>Writing</td>
<td>18</td>
<td>430</td>
<td>162</td>
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</tbody>
</table>
2. No grade of C– or below was earned in all of the following core courses:
   - CORE125 Composition 1
   - CORE120 Introduction to Communication
   - Any Education (EDUC) or Health and Physical Education (HPE) course

3. A minimum of 3 Disposition Rating Forms with an average score of 3.0 from the following:
   - EDUC 221, EDUC 202, EDUC 228, EDUC 229
   - Early Clinical Experience Cooperating Teachers

4. Conduct file in Office of the Vice President for Student Engagement. Pre–candidates who are under sanction by the Office of the Dean of Students will not be admitted to the program.

The Council acts on each individual applicant separately and grants the pre–candidate Full Admission, Conditional Admission, Probationary Admission, or is Denied Admission as outlined below.

**Full Admission**

All criteria must be met.

**Conditional Admission**

The pre–candidate can be granted a one semester conditional acceptance if one or two of the following is true:

- The overall GPA is between 2.85 and 3.00
- One or more Disposition Forms shows a cluster of ratings lower than 3.0.
- FBI and BCI checks have been done but the results have not been received by the Teacher Education Office. No field experience may be done until the results are received by the Teacher Education Office.

**NOTE:** Pre–candidates are required to meet with the Director of Education to develop a plan to remediate any deficiency during the conditional semester.

**Denied Admission**

Pre–candidates will be denied admission to the Teacher Education Program if one or more is true of their application status:

- Professor recommendations (on the Recommendation for Admission Form) or ratings on Disposition Rating Forms are not favorable.
- A grade of “C–” or below was earned in any of the following core courses:
  - Any Education or Health and Physical Education course
  - CORE125 Composition 1
  - CORE120 Introduction to Communication
- The pre–candidate is under sanction by the office of the Vice President for Student Engagement.
- The pre–candidate has not completed the Criminal Records Check or the pre–candidate’s Criminal Background Check reveals charges that preclude him/her from obtaining an Ohio Teaching License or there is an open case against the pre–candidate.
- The pre–candidate has an overall GPA below 2.85

**Probationary Status**

A pre–candidate may be changed to probationary status if disposition ratings indicate consistently low patterns in one or more dispositions, the pre–candidate/candidate displays behavior in classes that does not
help maintain a positive learning environment, a PreK–12 teacher or principal raises a caution about the pre–candidate/candidate or the pre–candidate/candidate does not meet minimum criteria on Rubrics, the candidate has an arrest or open case after the TEC decision was rendered, or the candidate has not met the required benchmarks on the Disposition Rating Form and/or Field Assessment Form. If a pre–candidate or candidate is placed on probationary status, a contract will be drawn up to clearly indicate to the pre–candidate/candidate what must be changed in order to be removed from probationary status. Pre–candidates or candidates who fail to have their probationary status removed after the time designated in the contract will be dropped from the program. A pre–candidate/candidate may be placed on probation any time during which he/she is completing the program.

The Teacher Education Council will determine the criteria for a candidate to be returned to satisfactory status or for re–admission to the program.

**Appeals Process**

Pre–candidates may appeal a decision of the Teacher Education Council by submitting a letter indicating what they wish to appeal and the basis or reasons for appeal. All appeal letters should be submitted to the Director of Education.

The written appeal should state the reason(s) for the appeal and provide evidence supporting the pre–candidate’s position that the Teacher Education Council’s decision should be changed. The Director of Education will review the appeal and schedule a meeting of the Teacher Education Council. Pre–candidates/candidates are required to present their appeal in person to the Teacher Education Council so questions can be answered or clarifications be made. The Teacher Education Council will then discuss the appeal and reach a decision. The decision of the Teacher Education Council is final.
SECTION VII: Faculty & Staff

DEFIANCE COLLEGE
TEACHER EDUCATION PROGRAM
FACULTY AND STAFF
2014-2015

Dr. Clarissa Barnes, Assistant Professor, Education, Director of the Hench Autism Program: Western Michigan University, B.S., 2007; Southern Illinois University M.S., 2010; Ph.D., 2013

Dr. Jo Ann Burkhart, Professor, Education: Bowling Green State University, B.A., 1976, M.A., 1980; University of Toledo, Specialist, 1986, Ph.D., 1990

Dr. Fred Coulter, Associate Professor, Education: University of Rhode Island, B.A., 1976; Andover Newton Theological School, M of Divinity, 1980; University of Tennessee, Ph.D., 2006

Ms. Rachel Eicher, Assistant Professor of Clinical Practice, Education: Defiance College, B.S, 1991; Bowling Green State University, M.A., 2009

Mr. Joshua Francis, Director of Education; Director of Academic Assessment; Assistant Professor, Education: Defiance College, B.A., 2002; B.S., 2006; M.A. 2007; University of Toledo, Ph.D., 2014 (Anticipated)

Ms. Kristi Gonzalez, Adjunct Instructor, Clinical Supervisor, Education: Florida Atlantic University, B.S, 1999; Western Governors University, M.Ed., 2012.

Mrs. Sheryl Goonan, Adjunct Instructor, Education: Defiance College, B.A., 2002; Walden University, M.S., 2007.

Ms. Reva Goshia, Adjunct Instructor, Clinical Supervisor, Education: Capital University, B.A, 1997; Bowling Green State University, M.Ed.

Mrs. Connie Graham, Clinical Supervisor, Education: Oakland University, B. Ed., M.A.

Ms. Katherine Griffes, Assistant Professor of Education: Olivet College, B.A., 2008; Michigan State University, Ph.D., 2014 (Anticipated)


Mrs. Brianne Kramer, Clinical Supervisor, Education: Bowling Green State University, B.S., 2004; Bluffton University, M.A., 2009; University of Toledo, Ph.D., 2015 (Anticipated)


Mr. Ian MacGregor, Director of Educational Partnerships: Colgate University, B.A., 1968; Indiana University, M.A., 1970
Mr. Justin Marroquin, Adjunct Instructor, Education: Bowling Green State University, B.S., 2004; University of Toledo, M.A., 2007

Mr. Ralph Myers, Adjunct Instructor, Education: Bowling Green State University, B.S., 1978; Kent State University, B.S., 1986; Bowling Green State University, M.Ed., 1984

Mrs. Rose Reinhart, Adjunct Instructor, Education: Defiance College, B.S., 1992; Bowling Green State University, M.A. 2004.

Mr. Douglas Schimmoeller, Adjunct Instructor, Education: Defiance College, B.A., 1984; Ohio State University, M.S., 1990.


Mrs. Jeannie VonDeylen, Coordinator of CAEP and Clinical Experiences: Defiance College, B.A., 2009; M.B.A., 2011

Ms. Christine Wahl, Clinical Supervisor: Defiance College, B.S., 1972; Bowling Green State University, M. S., 1976.

## Teacher Education Council Report

### ID/NAME:

### Major:

### Responsibility of Pre–Candidate

#### 3–Ring Binder:
- Teacher Education Handbook
- Resume
- Self Evaluation on Disposition Rating Form

#### In file in Teacher Education Office:
- Application
- Recommendation Form 1
- Recommendation Form 2 (Optional)
- Recommendation of Professor of Pre–candidate's Choice
- FBI Criminal Background Check
- BCI Criminal Background Check

### Responsibility of Office

<table>
<thead>
<tr>
<th>Disposition Ratings:</th>
<th>Total/average score</th>
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<tbody>
<tr>
<td>Professor for ED 221</td>
<td></td>
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<tr>
<td>Professor for ED 202</td>
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</tr>
<tr>
<td>Professor for ED 228</td>
<td>Need 2 of 3</td>
</tr>
<tr>
<td>Professor for ED 229</td>
<td></td>
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<tr>
<td>Cumulative GPA of 2.9 or higher</td>
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<td>24 or more credit hours</td>
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<td>12 credit hours at Defiance College</td>
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<td>Dean of Student Life Report</td>
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### Grade of “C” or above in following classes:

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<th>Grade</th>
<th>Grade</th>
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<tbody>
<tr>
<td></td>
<td>EN 111 English Composition OR AH 110 Writing the Self in Culture</td>
</tr>
<tr>
<td></td>
<td>CA 111 Fundamentals of Communication (if taken)</td>
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<td></td>
<td>ED 202 Educational Technology</td>
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<td></td>
<td>ED 221 Foundations of American Public Ed</td>
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<td>ED 228 Exceptional Child</td>
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<td>ED 229 Educational Psychology</td>
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<tr>
<td></td>
<td>Need 2 of 3</td>
</tr>
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### Notes
Appendix B

Defiance College Dress Code for Clinical Experiences

Candidates are expected to dress professionally at all times when they are in the field. We provide you some common, acceptable guidelines here. Keep in mind that on your first day in the school it is better to err on the side of formal rather than casual. Think of your practicums as an extended interview (because they really are) and dress appropriately. If you are not sure what is acceptable, ask your mentor teacher or principal about the school’s dress code and follow his or her lead.

- Teachers usually dress in business casual. At a minimum, Defiance College teacher candidates are expected to wear the following:
  - Dress Slacks, Dresses, or Knee Length (or longer) Skirts.
  - Button up, Collared Shirts, Blouses or Sweaters with Sleeves (Be sure they cover your midriff/back and cleavage).
  - Men should wear a tie on the first day.
  - Clean and Polished Dress Shoes.
  - You hair should be cleaned, combed and styled.
  - If you wear nail polish, make sure to keep it up so it’s not chipped or peeling.

- Be cautious of the following. Remember, you want to make yourself as presentable as possible because your practicums are like extensive interviews.
  - Be sure your clothes are ironed.
  - If your pants drag on the ground or are frayed, have them hemmed.
  - Always wear a belt to make sure your pants don’t sag at the waist.
  - Wearing hats while you teach can be seen as disrespectful.

- Many schools have special events
  - If your school has a jeans day, please feel free to wear jeans, but be sure there are no holes in them.
  - Your school may have “funny hat” day or “pajama” day, or other such theme days related to school spirit or a special event. You are encouraged to dress to fit in with whatever the occasion may be as long as the building teachers are permitted to participate.