

Teacher Education Handbook: Teacher Licensure



COLLEGE OF
ARTS AND SCIENCES

CASE WESTERN RESERVE
UNIVERSITY

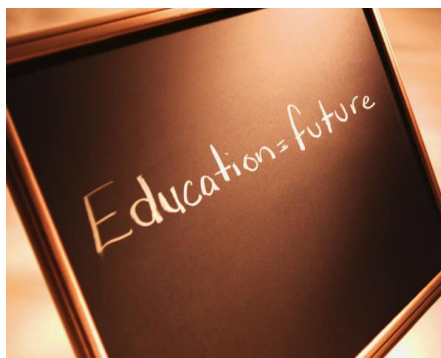
Case Western Reserve University

2022-2023

Table of Contents

An Overview of Teacher Licensure at Case Western Reserve University	1
Organizational Structure of Teacher Licensure at Case Western Reserve University	2
Case Western Reserve University Teacher Education Administrative Personnel	3
Teacher Education Faculty	4
Teacher Licensure Programs at Case Western Reserve University	5
Teacher Education Executive Committee (TEEC)	5
CWRU Education Licensure Advisory Council (CELAC)	6
CWRU Advisory Council for Teacher Education (ACTEd)	6
Conceptual Framework for the Case Western Reserve University Teacher Licensure Program	7
Program Outcomes.....	8
Outcome 1: Learner Development.....	9
Outcome 2: Learning Differences.....	9
Outcome 3: Learning Environments.....	9
Outcome 4: Content Knowledge.....	10
Outcome 5: Application of Content.....	10
Outcome 6: Assessment.....	10
Outcome 7: Planning for Instruction.....	11
Outcome 8: Instructional Strategies.....	11
Outcome 9: Professional Learning and Ethical Practice.....	11
Outcome 10: Leadership and Collaboration	12
Case Western Reserve University Educator Dispositions	13
ePortfolios and CWRU Teacher Licensure Program Outcomes.....	14
Teacher Performance Assessment	16
Admission and Retention Policies & Procedures	16
Intervention Steps	17
Appeals	17
Complaints	18
Admission and Retention: Art Education	19
Admission and Retention: Music Education.....	21
Admission and Retention: AYA and Multi-Age Education	23
Field Experience	24
Diversity Statements	24
Awareness of Professional Conduct and Statement of Assurance.....	24
Bureau of Criminal Identification (BCI) Background Check.....	26
State License Exams	27
Student Teaching	28
Application and Placement Procedures	28
Length and Setting of the Student Teaching Experience.....	28
Professionalism During Student Teaching.....	28
Student Teaching Seminars.....	29
Requirements and Responsibilities of the Student Teacher.....	29
Roles and Responsibilities of Cooperating Teachers.....	30
Roles and Responsibilities of the Adjunct Lecturer	31
Roles and Responsibilities of the University Supervisor.....	31
Exit Procedures and Recommendation for Initial Licensure	32
Additional Information, Policies, and Procedures	32
References.....	33

An Overview of Teacher Licensure Programs at Case Western Reserve University



Teacher licensure at Case Western Reserve University is offered through the College of Arts and Sciences, which is the academic home to the programs that prepare students to become teachers.

Licensure programs are offered in art education and music education at the undergraduate (Bachelor of Science) and graduate (Master of Arts) levels. The art and music licenses cover grades PreK-12. Licensure programs are offered at the high school level in English, Social Studies, Math, Biology, Chemistry and Physics. A Multi-Age teaching license is offered for grades PreK-12 in French, Latin and Spanish. For specific information about any of these programs, contact the area's Program Director as listed on page 3 or visit the Teacher Education website.

A unique feature of CWRU teacher licensure programs in art and music is that each is offered in cooperation with a University Circle Institution - the Cleveland Institute of Art and the Cleveland Institute of Music.

In addition, the following departments within the College of Arts and Sciences participate to prepare students for state licensure in approved areas: English, History, Modern Languages and Literature (French and Spanish), Mathematics, Biology, Physics, Chemistry, and Classics (Latin)

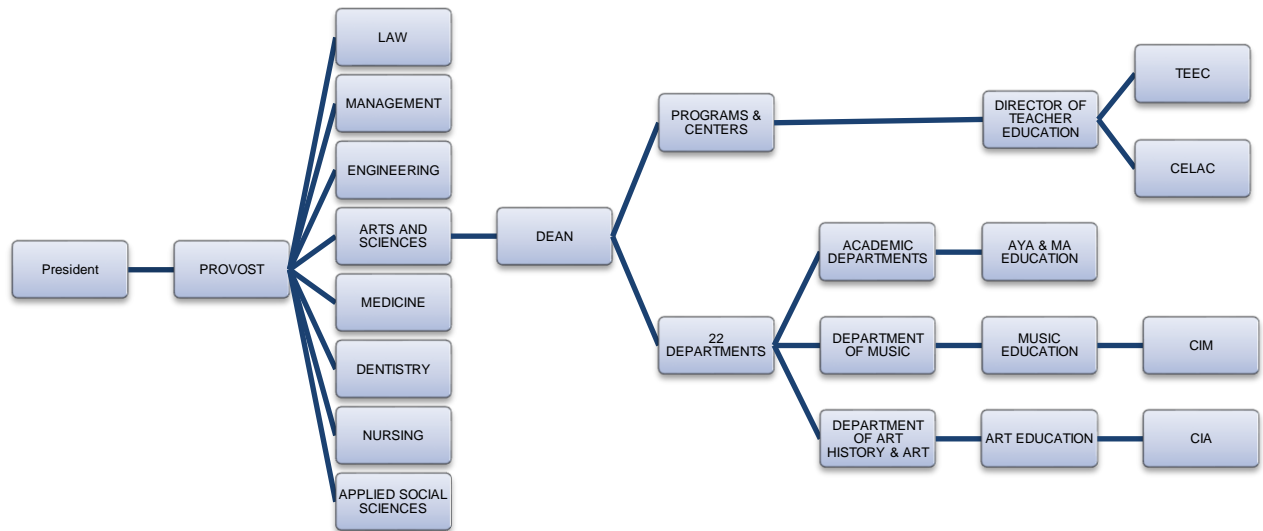
Completion of a Case Western Reserve University teacher licensure program does not ensure that an Ohio teaching license will be awarded. The Ohio Department of Education also requires that licensure candidates achieve passing scores on the state exams in professional teaching and in the content area of licensure. In addition, applicants must pass criminal background checks by the Ohio Bureau of Criminal Identification and FBI.

Teacher licensure programs at Case Western Reserve University lead to teaching licenses and are approved by the Ohio Department of Education, the Ohio Department of Higher Education, and by the Council for the Accreditation of Educator Preparation (CAEP) which is the national accrediting body. In addition, the National Association of Schools of Music (NASM) accredits the music education program.

Teacher Education Website:
<http://www.case.edu/artsci/teacherlic/>

Organizational Structure of Teacher Education at Case Western Reserve University

Figure 1.1: CWRU Teacher Licensure Organizational Chart



Case Western Reserve University Teacher Education Administrative Personnel

Director of Teacher Education Director of AYA and Multi-Age Programs

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Adjunct Lecturer: Teacher Education

Nancy Benincasa, Ph.D. (Kent State University)
Adjunct Lecturer: Teacher Education

Angie Chapple, M.Ed. (Cleveland State University)
Adjunct Lecturer: Teacher Education

Steven Ciampaglia, Ed.D. (Northern Illinois University)
Champney Family Professor of Art; Associate Professor
Director, Art Education and Art Studio
Associate Professor, Cleveland Institute of Art

Christopher Clark, Ph.D. (The Hartt School of Music)
Lecturer: Music Education
Director of Choirs

Amy Davis, M.A. (John Carroll University)
Adjunct Lecturer: Teacher Education

Denise K. Davis, Ed.D. (Teachers College, Columbia University)
Director of Teacher Education
Director Adolescent to Young Adult Programs

Matthew L. Garrett, Ph.D. (Florida State University)
Professor: Music Education
Coordinator of Undergraduate Studies in Music Education
Director, University Center for Innovation in Teaching and Education

Benjamin Helton, Ph.D. (University of Illinois)
Assistant Professor: Music Education
Director, Spartan Marching Band

Kathleen Horvath, Ph.D. (The Ohio State University)
Professor: Music Education
Director of Orchestras

David King, MFA (Kent State University)
Adjunct Lecturer: Art Studio
Supervising Teacher High Schools: Art Education

Lisa Koops, Ph.D. (Michigan State University)
Professor: Music Education
Head of Music Education
Coordinator of Graduate Studies in Music Education

Nathan Kruse, Ph.D. (Michigan State University)
Associate Professor: Music Education
Associate Chair Music Department (Acting Chair, Fall 2022)

Joseph Marencik, Ed.D. (Northcentral University)
Adjunct Lecturer: Teacher Education

Ryan Scherber, Ph.D. (Florida State University)
Assistant Professor: Music Education
Director of Bands

Teacher Licensure Programs at Case Western Reserve University

Case Western Reserve University offers the high school Adolescent to Young Adult (grades 7-12) license in Integrated Language Arts (English major), Integrated Social Studies (history major), Integrated Mathematics (math major), Life Science (biology major), and Physical Sciences (chemistry or physics major). The University also offers the Multi-Age License (grades P-12) in Art, Music, French, Latin and Spanish. Please see the chart below for the specific degrees/licenses that students may earn, and the administrative location for each of the programs. To find out more about any of the individual licensure programs, contact the Program Director, as listed on page 3.

<i>Programs</i>	<i>Degrees/Licenses</i>	<i>Administrative Location</i>	<i>Unit Oversight</i>
Art Education	BS w/licensure, MA w/licensure, P-12	Department of Art History and Art	Teacher Education Executive Committee
Music Education	BS w/licensure, MA w/licensure, P-12	Department of Music	Teacher Education Executive Committee
Adolescent to Young Adult and Multi-Age Programs	BA or BS w/licensure 7-12 or P-12	Office of Teacher Education	Teacher Education Executive Committee

Teacher Education Executive Committee (TEEC)

Unit level oversight of all programs is conducted through the *Teacher Education Executive Committee* (TEEC). TEEC meets monthly during the academic year and is comprised of the Director of Teacher Education who also serves as the Program Director for the AYA and Multi-Age programs in French, Latin and Spanish, the Director of Art Education, the Coordinator of Undergraduate Studies in Music Education, and an Associate Dean from the College of Arts and Sciences. This Committee is responsible for overseeing program policy, administration and implementation.

Case Western Reserve University Education Licensure Advisory Council (CELAC)

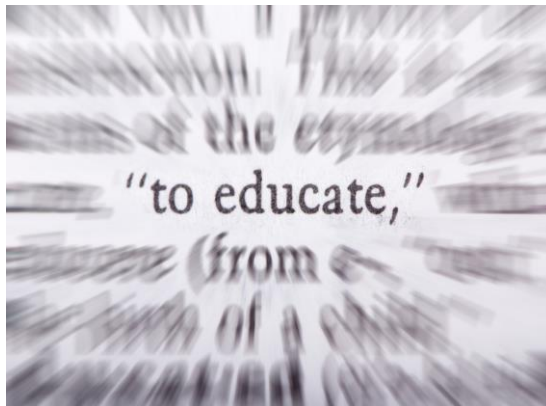
The major vehicle for collaboration among the CWRU educator preparation unit, school partners, and other members of the professional community is the *Case Education Licensure Advisory Council* (CELAC). CELAC meets one or two times per year and provides an ongoing conduit for dialogue and input concerning all aspects of design, delivery and evaluation of Case Western Reserve University Teacher Licensure programs. It is comprised of a broad range of CWRU faculty, current students, school administrators, cooperating teachers, program graduates, and other partners who have taken an active role in addressing critical issues in ensuring licensure candidates' success in developing the knowledge, skills, and dispositions identified by the CWRU *Proactive Scholar-Practitioner* model. Feedback from CELAC is a critical factor in the design and modification of CWRU's conceptual framework, assessment systems, and relationships with area stakeholders.

Case Western Reserve University Advisory Council for Teacher Education (ACTEd)

The ACTEd was established in response to our national accreditation review to provide the CWRU Teacher Education Unit with additional sources of input from its various stakeholders to broaden and increase evaluation of its licensure programs. This Advisory Council will ensure that appropriate stakeholders, including alumni, employers, practitioners, school and community partners are involved in program evaluation, improvement, and identification of models of excellence.

Conceptual Framework for the Case Western Reserve University Teacher Licensure Programs

The Proactive Scholar Practitioner Model



The mission of the Case Western Reserve University educator preparation unit is to prepare *Proactive Scholar Practitioners* who demonstrate skill in instructional planning, delivery, and assessment, and who demonstrate dispositions consistent with the principles of commitment, collaboration, and creativity. We define Proactive Scholar Practitioners as educators who, upon entering the teaching profession, demonstrate through their performance in instructional contexts:

- The values, commitments, and personal ethics necessary to be an effective educator in twenty-first century schools (*Proactive*);
- Thorough understanding of content in their field, of child and adolescent development and diversity, of principles of learning and teaching, and of evidence-based teaching practices specific to their field (*Scholar*);
- Superior skill in creating optimal learning environments, in assessing and monitoring individual student performance and instructional effectiveness, in adapting instruction to accommodate changing student performance including effective application of technology, and in communicating effectively and working collaboratively with students, families, and co-workers (*Practitioner*).

The philosophical orientation unifying our efforts in preparing educators to be *Proactive Scholar Practitioners* is based on our PSP Model which consists of a shared set of beliefs about teachers, learners, and the learning process. The core beliefs unifying our educator preparation programs are aligned with the goals of the Council for the Accreditation of Educator Preparation (CAEP) which are to prepare competent, caring and qualified educators. These CAEP goals are integrated into the core beliefs that unify our educator preparation programs at CWRU and can be summarized as follows:

Effective teaching is evidenced by the ability to:

- Create engaging, responsive, and collaborative learning environments
- Appropriately and creatively use technology in identifying and responding to individual and collective learning needs of students, and in communicating effectively with students
- Elicit the intrinsic motivation and ability to understand and to create in every child and adolescent learner

- Communicate, along with knowledge and skill, a sense of wonder and excitement in discovery and creativity

Effective learning is:

- Characterized by understanding and is evidenced by the learner's ability to apply knowledge and skills in novel situations
- Not merely adding to previous knowledge, but is transformative to the learner

Effective educators:

- Manifest care and respect for students, families, and co-workers
- Demonstrate fairness and personal ethics
- Are reflective in monitoring their own teaching
- Are lifetime learners who are actively engaged with their discipline, their students, and thus continuously developing as professionals
- Value and respond positively to diversity among students
- Believe that all students can learn and realize their creative potential
- Are positive professional models for their students

Program Outcomes

The purposes and goals of educator preparation at Case Western Reserve University are summarized in the statement of our mission to prepare educators as Proactive Scholar-Practitioners and are expressed as 10 Program Outcomes which reflect Ohio's Standards for the Teaching Profession (OSTP) and the national teaching standards of the Interstate Teacher Assessment and Support Consortium (InTASC). These program outcomes are also aimed at meeting the goals of the Council for the Accreditation of Teacher Preparation (CAEP) of preparing competent, caring and qualified educators:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

CWRU's Program Outcomes were developed through a lengthy process that involved CWRU professors, in-service teachers, current CWRU students, school administrators, representatives from professional education organizations, and others. They are designed to meet the requirements mandated by the Ohio Department of Education (ODE), the Ohio Department of Higher Education (ODHE), the Council for the Accreditation of Educator Preparation (CAEP), the Interstate Teacher Assessment and Support Consortium (InTASC), and the professional organizations that specify content and pedagogy for beginning teachers and teacher preparation programs. The InTASC standards are national standards that guide teacher preparation programs, as well as the professional development of practicing teachers. The

InTASC standards align with Ohio's Standards for the Teaching Profession and with the Ohio Learning Standards for P-12 teaching, and represent the CWRU Program Outcomes. Additionally, standards of academic performance and professional behavior are threaded throughout courses and experiences. For example, the Case Western Reserve University teacher education program believes that each teacher needs to be consciously rooted in a philosophy that embodies the ideals of a Proactive Scholar-Practitioner, and that all teachers need to be comfortable with and competent in utilizing technology in ways that are appropriate to facilitate student learning. These components are essential and are addressed, along with Program Outcomes in each student's portfolio.

The following is a full description of each program outcome, much of which is quoted from *How to Develop a Professional Portfolio* (2004) by Campbell, Cignetti, Melenzyer, Nettles, & Wyman. This book provides an excellent overview of the InTASC principles (upon which the CWRU outcomes are based), and is a highly recommended resource for all individuals involved with Case Western Reserve University Teacher Licensure Programs.

Outcome 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

"A teacher working with a particular group of children or adolescents quickly realizes how each individual is unique. Differing personalities, learning abilities, interests, and skills make clear the wide variation in students of approximately the same age. And yet, in spite of wide differences, common characteristics unite students within an age group. There are predictable patterns and sequences to development. Understanding these patterns, sequences, and stages of development is essential groundwork for a teacher making decisions about the content and methods of educating a group of students" (Campbell, 2004, p. 32).

Outcome 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

"There are broad differences in students and the skills they bring to the learning environment. These differences include varied learning styles, diverse cultural backgrounds, and exceptionality in learning" (Campbell, 2004, p. 34). The effective teacher understands this diversity in children and is able to adapt strategies and environments to meet their specific learning. Besides meeting the diverse needs of students, teachers also treat elements of diversity with respect and create an environment where students are aware and respectful of what makes each person unique.

Outcome 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

"Effective teachers work in many ways to build positive classroom interactions. These teachers recognize that involving students in this endeavor not only promotes growth in personal and social responsibility but also enhances the development of democratic and social values. Group rapport is enhanced as students and teachers work cooperatively to establish classroom norms and rules. Teaching and modeling effective problem-solving techniques such as conflict resolution provide motivation for learning, positive social interaction among children, and positive self-esteem for all. Thus, the effective teacher strives to create a learning community that fosters group decision making, collaboration, individual responsibility, and self-directed learning" (Campbell, 2004, p. 39).

Outcome 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

"Knowledge of subject matter is universally considered an essential attribute for effective teaching and successful learning. The most meaningful and lasting learning occurs when individual students construct knowledge. The role of the teacher is to help learners build their own knowledge through acting on materials and engaging in meaningful experiences. To create these experiences, teachers must possess an in-depth understanding of major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines they teach" (Campbell, 2004, p. 30).

Outcome 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

"Creativity and innovation can be nurtured by learning environments that foster questioning, patience, openness to fresh ideas, high levels of trust, and learning from mistakes and failures. They can be developed, like many other skills, through practice over time....Students should be able to think creatively, work creatively with others and implement innovations [where they] act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur" (Trilling and Fadel, 2009, pp. 57-59).

Outcome 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

"The purpose of assessment is to assist students, teachers, schools, and parents in recognizing what students have learned and to identify areas in which students need improvement. Teachers gather, synthesize, and evaluate many different types of information about their students to make effective decisions about instruction" (Campbell, 2004, p. 45). In accordance with best practices, CWRU educator candidates are prepared, in general and in their specialty area, to "know when to use assessments, understand how to create them, be familiar with ways to interpret results, and know how interpretations can be used to make constructive changes in teaching practices" (Elliot, 2004, p. 5).

Outcome 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

"An effective teacher plans learning experiences based on a set of diverse factors, each of which influences the outcome of student learning. First, the subject matter is considered. It is important that the teacher have a thorough knowledge of the composition of the subject being taught as well as an understanding of teaching methods that are unique to that subject. Second, the individual needs of learners are of utmost importance. Teachers need to be able to create short-range and long-term plans that are linked to student needs yet be ready to respond to unanticipated classroom events and adapt those plans to ensure student progress and motivation. Third, community needs and resources are a factor in planning lessons. Each community is unique in its citizens' consensus about what is important for its children to know. Fourth, curriculum goals are important. These goals give the teacher direction in making plans" (Campbell, 2004, p. 43).

Outcome 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

"Teachers deal daily with many complexities, including differences among their students in terms of abilities, attitudes, and learning preferences. For these widely varying students, there are multiple goals and objectives to be met, including those dealing with content, basic skills, problem solving, attitudes, dispositions, and critical thinking skills. It is clear that no routine or 'pet' teaching approach can effectively meet all of these needs. Effective teachers draw from a wide repertoire of instructional strategies and models, adjusting their choices to meet their intended objectives and the needs of particular students" (Campbell, 2004, p. 36).

A key element of the Case Western Reserve University Teacher Licensure model, essential for educators of the twenty-first century, is proficiency with information and instructional technologies. We believe that teachers must be adept with technology and able to use various technological apparatus, tools, and software to enhance the learning of their students and provide for greater efficiency in their roles as teachers. This includes, but is not limited to, utilizing computers, software, the Internet, and other technology-based tools in a pedagogically appropriate manner that is aligned with the International Society for Technology in Education's National Educational Technology Standards for Teachers.

Outcome 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

As articulated in the University's Vision Statement, a Case Western Reserve University education is envisioned as the "foundation for preparing morally and socially responsible life-long

learners" who are "awake to new possibilities" and "engaged to serve humanity." CWRU educators believe that excellence in teaching and learning is a result of taking the initiative and being anticipatory in all aspects of the educational process and their professional lives. In addition, they understand that a scholar is a life-long learner, continually developing professionally, and staying on the "cutting edge" of education by utilizing research. Finally, CWRU Educators know that only through their skill as a practitioner, including their knowledge of pedagogy and curricular materials, will their students be able to reach their potential.

"A good teacher is one who has the ability to learn as much from the students as they learn from him or her. In an effort to match instruction to the needs of students, this teacher spends much time evaluating the implications of his or her teaching decisions in the classroom. This is the mark of a reflective practitioner. Such self-reflection leads to greater knowledge about the students, about the subject being taught, and about the act of teaching" (Campbell, 2004, p. 48). Further, teachers must understand that students and society are in constant flux and that they must continually develop themselves through continuing education, reading/conducting research, and/or other professional development activities.

Outcome 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

"Effective teachers engage in a variety of experiences within and beyond the school that promote a spirit of collaboration, collegiality, and personal growth. They work in cooperative teams, endorse collegial efforts, and seek opportunities to work with parents and the community at large. These teachers recognize the importance of sharing experiences and ideas" (Campbell, 2004, p. 50).

Case Western Reserve University Educator Dispositions

Dispositions are the “values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice” (National Council for Accreditation of Teacher Education, 2002, p. 53). The dispositions of CWRU Educators include:

- The belief that all children can learn
 - Accepts responsibility for student learning
 - Speaks positively about students
 - Gives students responsibilities
 - Sets and maintains appropriately high standards of student performance
 - Creates situations for all students to succeed
 - Acknowledges students' successes
- A value of diversity
 - Demonstrates awareness of and respect for students' cultures, backgrounds, and attributes
 - Demonstrates respect for diversity in presenting content
 - Demonstrates respect for diversity in interactions with co-workers
- A caring, respectful demeanor
 - Exhibits active listening in interacting with others
 - Shows respect for all students, their families, professors, and co-workers
 - Shows sensitivity to feelings of students, families, and co-workers
 - Values what students say
 - Demonstrates interest in students' lives outside school
 - Values all students and treats them with respect
- Fairness and personal ethics
 - Is truthful in all professional interactions
 - Endeavors to present facts without distortion or personal prejudice
 - Demonstrates respect for the work of others
 - Demonstrates respect for the privacy of students and families
 - Does not reveal confidential information unless required by law
 - Responds to student misbehavior on an individual level
 - Does not intentionally expose students, families, or other professionals to disparagement
 - Works with learners, colleagues and families to establish positive and supportive learning environments
 - Treats students equally while recognizing individual needs
 - Creates situations for all students to succeed
- Reflection and efficacy
 - Is able to assess areas of personal strengths and weaknesses
 - Uses reflection to improve teaching
 - Sets high standards for personal performance
- Professional commitment
 - Demonstrates a positive attitude about teaching
 - Demonstrates organizational skills appropriate for high standards of professional practice and personal performance
 - Follows attendance policies for class and field/experience/student teaching, including punctuality
 - Participates in collegial activities
 - Spends time outside school preparing and seeking to enhance learning opportunities for students
 - Finds, implements and shares instructional ideas and strategies
 - Is committed to work toward each learner’s mastery of disciplinary content and skills
 - Sees oneself as a learner who continuously uses current policy and research for analysis and reflection to improve practice
 - Maintains professional involvement through reading, conferences, or organization membership

ePortfolios and Case Western Reserve University Education Licensure Program Outcomes

Every student enrolled in a CWRU Teacher Licensure program is required to assemble an electronic teaching portfolio (ePortfolio). “A portfolio is not merely a file of course projects and assignments, nor is it a scrapbook of teaching memorabilia. A portfolio is an organized, goal-driven documentation of your professional growth and achieved competence in the complex act called teaching. Although it is a collection of documents, a portfolio is tangible evidence of the wide range of knowledge, dispositions, and skills that you possess as a growing professional. What’s more, documents in the portfolio are self-selected, reflecting your individuality and autonomy” (Campbell, 2004, p. 4).

The CWRU ePortfolios are online, web-based, digital portfolios. ePortfolios are valuable tools for any professional, if used properly. For teachers, ePortfolios are particularly useful for self-reflection and professional development. ePortfolios contain *artifacts*, “tangible evidence that indicates the attainment of knowledge and skills and the ability to apply understandings to complex tasks” (Campbell, Melenyzer, Nettles, & Wyman, 2000, p. 147). Text, pictures, sounds, movies, and other media can be digitized for inclusion as artifacts in an ePortfolio. Case Western Reserve University’s Teacher Licensure students develop artifacts for their teaching ePortfolio both within classes and during experiences they have outside of formal coursework.

Why ePortfolios?

An ePortfolio is one of the primary means through which CWRU teacher licensure candidates demonstrate their growing understandings and competencies as an educator. The ePortfolio is assessed both within classes and at various points in the program. These *Decision Points* include:

1. When the teacher candidate applies for formal *Admission* to a licensure program (this is at a specified point in time that may occur after the candidate is admitted as a student to Case Western Reserve University),
2. When the teacher candidate applies for *Advanced Standing* in his/her program,
3. When the teacher candidate applies for *Admission to Student Teaching*,
4. *Retention* during the student teaching semester, and
5. At the *Completion* of an education licensure program, prior to being recommended for licensure.

Student progress is also monitored during the student teaching semester with various formal and informal assessments.

Recommendation for receiving the Ohio teaching license is made by the Director of Teacher Education upon successful completion of the licensure and degree programs and fulfillment of all requirements for licensure. This includes successful completion of the ePortfolio requirements.

Beyond Case Western Reserve University, ePortfolios may also be used effectively when applying for or interviewing for teaching positions. Seeing is believing, and the ePortfolio is an efficient means of showing future employers teaching knowledge and effectiveness. In addition, teaching ePortfolios can be useful tools for professional growth and development throughout a career. For instance, a portfolio is the key assessment tool used by the National Board for Professional Teaching Standards to evaluate teachers applying for national certification.

Getting started with an ePortfolio

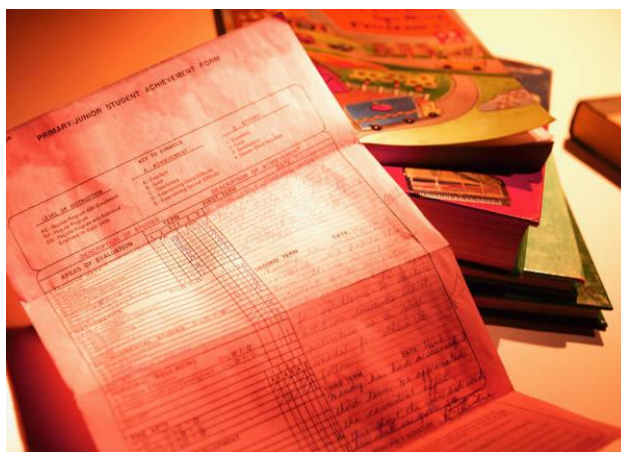
All students enrolled in a Teacher Licensure Program will begin their ePortfolios during their first year of admission into a licensure program at CWRU. Program Directors and Academic Advisors will inform students about the point where the ePortfolio is begun in their program. At that time the following will occur:

1. The Program Director or Coordinator will provide the Teacher Education Department Administrator with a list of names of students who need access to the Taskstream web site.
2. The Teacher Education Department Administrator will establish an account for each student on the TaskStream web site and will advise each student of the log in protocol.
3. The Director of Teacher Education and the Teacher Education Department Administrator will conduct an orientation session for each student, demonstrating how to access TaskStream and the appropriate Decision Point in the ePortfolio.
4. Once each student has established an account, the Teacher Education Department Administrator will notify the Program Director or Coordinator. The Program Director or Coordinator will work with the Teacher Education office to monitor, evaluate and submit ePortfolios for each student.

Developing an ePortfolio

As assignments, teaching tasks, and other activities (which may or may not be associated with a formal class) that would be useful for inclusion in the ePortfolio are completed, associated artifacts should be digitized and saved on a computer or computer media. Teacher candidates will then upload the artifacts to their ePortfolio, describing and reflecting on each artifact's significance in their personal growth as a teacher. ePortfolios should be continuously developed. When an ePortfolio inspection by professors or for a job interview is pending, the ePortfolio can be organized appropriately and submitted for assessment.

The Case Western Reserve University Teacher Education Program has adopted an ePortfolio system developed by TaskStream, a company that provides the web-based software and server space to host artifacts. With TaskStream, teacher candidates are able to maintain their ePortfolio in a secure, password protected, web-based environment. TaskStream provides efficient methods of organizing and publishing ePortfolios that are suitable for a variety of purposes. It is extremely important that each teacher candidate maintains copies of all materials that are uploaded to one's TaskStream account. These items should be backed up by saving them to a separate hard drive or burning them to a CD or DVD. Even though TaskStream is safe and is itself backed up constantly, candidates should maintain multiple copies of all important documents.



Teacher Performance Assessment

From 2011 through 2015, the State of Ohio and Case Western Reserve University participated in the field testing and implementation of a performance-based assessment of student teachers known as the edTPA. The edTPA is a national assessment currently used by 41 states and the District of Columbia. Completion of the edTPA performance-based assessment is a program completion requirement. There is no cut-score set for program completion. The goal is to authentically assess each candidate's knowledge and skills in planning, teaching, assessing and reflecting.

However, the Ohio Department of Education Standards Board has decided to permit teacher preparation programs to use the performance-based assessment edTPA to fulfill the professional knowledge requirement for licensure. To do so, candidates must submit the edTPA for national scoring and achieve Ohio's pass score of 37. Program Directors and faculty will provide explicit instructions and guidance to ensure each candidate's success in this, and all aspects of the licensure program.

Admission and Retention Policies & Procedures

Admission

Admission to a teacher licensure program at Case Western Reserve University requires admission to the University and admission to the specific licensure program. Students should contact the Art Department, the Music Department or the Director of Teacher Education for specific information regarding those programs. In general, admission criteria include previous accomplishment in the content area, successful overall academic performance and evidence of one's potential ability to master the complex intellectual, interpersonal and performance requirements of teaching.

Retention

Once admitted to a licensure program, students move through a series of decision points as they progress to each level of their program. At each of these decision points, students may be (a) granted unconditional admission to the next level, (b) granted conditional admission to the next level with a prescribed remedial plan, which when successfully completed will result in unconditional admission, or (c) denied admission to the next level and removed from the program. The decision points and score criteria for each licensure program are outlined in the tables on pages 19-23.

To remain in the licensure program, students must:

- Meet the requirements for each decision point
- Maintain the required GPA in each area
- Maintain the required average score on the ePortfolio where specified, the DAI, and the Student Teaching Assessment Forms at points in the program where specified

To be recommended for licensure, the student must meet the above criteria, meet health and background check criteria, complete degree requirements, and pass Ohio's designated tests for teacher licensure.

Intervention Points

- Admission to advanced standing
- Admission to student teaching
- During the student teaching semester

- During any academic class where concern has been documented and an intervention is warranted

Intervention Steps

Concern for a student's success in completing a licensure program can occur during any academic class, during decision point review, or during the student teaching semester. Our goal is to act quickly to share concerns with the student and to provide a plan, with necessary resources to support the student in successfully completing the program. To achieve this goal, the following steps will be taken:

- The CWRU faculty member, University Supervisor, Cooperating Teacher or other concerned individual will immediately inform the person overseeing the program; e.g. Program Director.
- The Program Director will respond in a timely manner by gathering information about the concern.
- Inform the Director of Teacher Education
- Call on appropriate others to attend meetings and to lend support to the student
- Meet with student, providing explicit concerns in writing and sharing appropriate documentation
- Confirm meeting details via email, copying Director of Teacher Education
- If necessary, create an Action Plan with details about required academic performance and/or behavior; a time line; deadlines; and how assessment will occur. If warranted, the plan will include a statement that if requirements are not met, the student will be dismissed from the program. Both the CWRU faculty member and the student must sign the plan which states that the terms, conditions and consequences are understood.
- The Program Director will remain involved with the student, providing necessary assistance to help the student successfully meet requirements.
- At the end of the specified time, the Program Director will review the plan and the documentation of student performance. If criteria were met, the student will remain in the program. If criteria were not met, the student will be dismissed from the program.
- The Director of Teacher Education will be notified and duplicates of the case will be sent to the Teacher Education office to be placed in the student's confidential file.

Cause for Immediate Dismissal from a Licensure Program

Any violation of the Professional Statement of Assurance of Good Moral Character will be grounds for immediate dismissal from the licensure program.

Appeals

A student may appeal a decision made regarding their retention in a teacher licensure program through a two-step process. First, the student should file a written petition with the Director of Art Education, the Director of the AYA Programs or the Coordinator of Undergraduate Studies in Music Education. The petition should outline the student's concerns and provide a rationale of why the decision made was in error, requesting a hearing with the faculty of that program. The Director or Coordinator will schedule the hearing in an expedient time frame. Following the hearing the program faculty will issue a written statement to the student with their decision regarding the petition.

If the student is dissatisfied with the decision reached during the program-level hearing, s/he may file a second written petition with the Director of Teacher Education. The petition should outline the

student's concerns and provide a rationale of why the decision made was in error, requesting a hearing with the Teacher Education Executive Committee (TEEC). The Director of Teacher Education will schedule the hearing in an expedient time frame. Following the hearing TEEC will issue a written statement to the student with their decision regarding the petition. This decision will be final.

Complaints

Students who have other complaints about course instruction or evaluation should follow the procedures outlined in Case Western Reserve University's Undergraduate Handbook (and similarly in the Graduate Student Handbook) which describes the Academic Grievance Policy as follows:

A student who wants to register a complaint about course instruction or evaluation should first bring the matter to the direct attention of the professor or instructor involved. If the matter is not satisfactorily resolved, the student should go to the chairman of the academic department in question to seek departmental review. If neither step resolves the complaint, the student may take the matter to the faculty member's dean for final review and decision.

Admission and Retention in ART EDUCATION – Bachelor of Science degree

Decision Point 1: Entry to the Program

What?	Program Outcome Assessed	When?	Result
<ul style="list-style-type: none"> Successful interview and satisfactory score on the <i>Teacher Licensure Admission Assessment</i> Cumulative GPA at CWRU of 2.7 or better (undergraduate) Demonstration of entry-level competency in the discipline through successful presentation of an art portfolio Signed statement of <i>Good Moral Character</i> 	4, 9	Following the completion of ARTS 295	<ul style="list-style-type: none"> Unconditional admission to the program, <i>or</i> Conditional admission to the program with a prescribed remedial plan which when successfully completed will result in unconditional admission, <i>or</i> Denial of admission to the program.

Decision Point 2: Admission to Advanced Standing

What?	Program Outcome Assessed	When?	Result
<ul style="list-style-type: none"> Cumulative GPA of 2.7 or better Discipline GPA of 2.7 or better Education GPA of 3.0 or better Minimum average score of 2.0 on Candidate <i>Disposition Assessment Inventory</i> Minimum average score of 2.0 on the ePortfolio 	1, 2, 3, 4, 5, 6, 7, 8, 9	At the end of fall semester of the junior year	<ul style="list-style-type: none"> Unconditional admission to Advanced Standing, <i>or</i> Conditional admission to Advanced Standing with a prescribed remedial plan which when successfully completed will result in unconditional admission, <i>or</i> Denial of admission to Advanced Standing.

Decision Point 3: Admission to Student Teaching

What?	Program Outcome Assessed	When?	Result
<ul style="list-style-type: none"> Cumulative GPA of 2.7 or better Discipline GPA of 2.7 or better Education GPA of 3.0 or better Minimum average score of 2.5 on the ePortfolio that includes documentation of clinical/field experiences Pass TB test; present documentation of hepatitis B vaccinations Pass criminal background checks (BCI & FBI) Minimum average score of 2.5 on Candidate <i>Disposition Assessment Inventory</i> Successful completion of the <i>Student Teaching Interview</i> 	1, 2, 3, 4, 5, 6, 7, 8, 9	One semester prior to student teaching	<ul style="list-style-type: none"> Unconditional admission to Student Teaching, <i>or</i> Conditional admission to Student Teaching with a prescribed remedial plan which when successfully completed will result in unconditional admission, <i>or</i> Denial of admission to Student Teaching.

Decision Point 4: Retention During the Student Teaching Semester

What?	Program Outcome Assessed	When?	Result
<ul style="list-style-type: none"> Minimum average score of 2.5 on each <i>CWRU Student Teaching Final Assessment</i> by Cooperating Teacher and University Supervisor during the first student teaching placement Minimum average mid-semester score of 2.75 on <i>DAI</i> 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Mid-term student teaching semester	<ul style="list-style-type: none"> Continued unconditional admission in the program, <i>or</i> Conditional continuation with intervention steps and a prescribed remedial plan which, when successfully completed, will result in successful completion of the student teaching, <i>or</i> Dismissal from the licensure program

Decision Point 5: Recommendation for Initial Licensure

What?	Program Outcome Assessed	When?	Result
<ul style="list-style-type: none"> Cumulative GPA of 2.7 or better Discipline GPA of 2.7 or better Education GPA of 3.0 or better Completion of degree requirements Minimum average score of 3.0 on the ePortfolio Minimum average score of 3.0 or better on Candidate <i>Disposition Assessment Inventory</i> Minimum average score of 3.0 on each <i>CWRU Student Teaching Final Assessment</i> by Cooperating Teacher and University Supervisor Achieve passing scores on Ohio licensure exams Completion of the following: <i>Feedback on University Supervisor, Feedback on Cooperating Teacher, CWRU Teacher Licensure Exit Interview and Survey</i> 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	At the completion of all degree and program requirements including achievement of passing scores on State licensure exams	<ul style="list-style-type: none"> Recommendation for Ohio teaching license, <i>or</i> Remedial plan which when successfully completed will result in recommendation for Ohio teaching license, <i>or</i> Non-recommendation for Ohio teaching license.

Admission and Retention in ART EDUCATION – Master of Arts for Licensure degree

Decision Point 1: Entry to the Program

What?	Program Outcome Assessed	When?	Result
<ul style="list-style-type: none"> Successful interview and satisfactory score on the <i>Teacher Licensure Admission Assessment</i> Admission to the University for graduate applicants Demonstration of entry-level competency in the discipline through successful presentation of an art portfolio Signed statement of <i>Good Moral Character</i> 	4, 9	Upon admission to the University and MA for licensure program	<ul style="list-style-type: none"> Unconditional admission to the program, <i>or</i> Conditional admission to the program with a prescribed remedial plan which when successfully completed will result in unconditional admission, <i>or</i> Denial of admission to the program.

Decision Points 2 and 3: Admission to Advanced Standing & Student Teaching

What?	Program Outcome Assessed	When?	Result
<ul style="list-style-type: none"> Cumulative GPA of 2.7 or better Discipline GPA of 2.7 or better Education GPA of 3.0 or better Minimum average score of 2.5 on the ePortfolio Pass TB test; present documentation of hepatitis B vaccinations Pass criminal background checks (BCI & FBI) Minimum average score of 2.5 on Candidate <i>Disposition Assessment Inventory</i> Successful completion of the <i>Student Teaching Interview</i> 	1, 2, 3, 4, 5, 6, 7, 8, 9	One semester prior to student teaching	<ul style="list-style-type: none"> Unconditional admission to Student Teaching, <i>or</i> Conditional admission to Student Teaching with a prescribed remedial plan which when successfully completed will result in unconditional admission, <i>or</i> Denial of admission to Student Teaching.

Decision Point 4: Retention During the Student Teaching Semester

What?	Program Outcome Assessed	When?	Result
<ul style="list-style-type: none"> Minimum average score of 2.5 on each mid-semester <i>CWRU Student Teaching Mid-Term Assessment</i> by Cooperating Teacher and University Supervisor during the first student teaching placement Minimum average mid-semester score of 2.75 on <i>DAI</i> 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Mid-term student teaching semester	<ul style="list-style-type: none"> Continued unconditional admission in the program, <i>or</i> Conditional continuation with intervention steps and a prescribed remedial plan which, when successfully completed, will result in successful completion of the student teaching, <i>or</i> Dismissal from the licensure program

Decision Point 5: Recommendation for Initial Licensure

What?	Program Outcome Assessed	When?	Result
<ul style="list-style-type: none"> Cumulative GPA of 2.7 or better Discipline GPA of 2.7 or better Education GPA of 3.0 or better Completion of degree requirements Minimum average score of 3.0 on the ePortfolio Minimum average score of 3.0 or better on Candidate <i>Disposition Assessment Inventory</i> Minimum average score of 3.0 on each <i>CWRU Student Teaching Final Assessment</i> by Cooperating Teacher and University Supervisor Achieve passing scores on Ohio licensure exams Completion of the following: <i>Feedback on University Supervisor, Feedback on Cooperating Teacher, CWRU Teacher Licensure Exit Interview and Survey</i> 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	At the completion of all degree and program requirements including passing scores on State licensure exams	<ul style="list-style-type: none"> Recommendation for Ohio teaching license, <i>or</i> Remedial plan which when successfully completed will result in recommendation for Ohio teaching license, <i>or</i> Non-recommendation for Ohio teaching license.

Admission and Retention in MUSIC EDUCATION- Bachelor of Science Degree			
Decision Point 1: Entry to the Program			
<i>What?</i> <ul style="list-style-type: none"> Successful interview and satisfactory score on the <i>Teacher Licensure Admission Assessment</i> Cumulative GPA at CWRU of 2.7 or better for undergraduate applicants Demonstration of entry-level competency in the discipline through successful presentation of a music performance audition Minimum average score of 2.0 on the ePortfolio Signed statement of <i>Good Moral Character</i> 	<i>Program Outcome Assessed</i> 4, 9	<i>When?</i> Undergraduate: End of the 3 rd semester of study OR At the completion of MUED 240	<i>Result</i> <ul style="list-style-type: none"> Unconditional admission to the program, <i>or</i> Conditional admission to the program with a prescribed remedial plan which when successfully completed will result in unconditional admission, <i>or</i> Denial of admission to the program.
Decision Point 2: Admission to Advanced Standing			
<i>What?</i> <ul style="list-style-type: none"> Cumulative GPA of 2.7 or better Discipline GPA of 2.7 or better Education GPA of 3.0 or better Minimum average score of 2.0 on Candidate <i>Disposition Assessment Inventory</i> Minimum average score of 2.0 on the ePortfolio 	<i>Program Outcome Assessed</i> 1, 2, 3, 4, 5, 6, 7, 8, 9	<i>When?</i> End of the 5 th semester of study OR End of the 2nd semester after admission as a music education major.	<i>Result</i> <ul style="list-style-type: none"> Unconditional admission to Advanced Standing, <i>or</i> Conditional admission to Advanced Standing with a prescribed remedial plan which when successfully completed will result in unconditional admission, <i>or</i> Denial of admission to Advanced Standing.
Decision Point 3: Admission to Student Teaching			
<i>What?</i> <ul style="list-style-type: none"> Cumulative GPA of 2.7 or better Discipline GPA of 2.7 or better Education GPA of 3.0 or better Minimum average score of 3.0 on the ePortfolio Pass TB test; present documentation of hepatitis B vaccinations Pass criminal background checks (BCI & FBI) Minimum average score of 2.5 on Candidate <i>Disposition Assessment Inventory</i> Successful completion: <i>Student Teaching Interview</i> 	<i>Program Outcome Assessed</i> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<i>When?</i> End of the 7 th semester of study OR One semester prior to student teaching.	<i>Result</i> <ul style="list-style-type: none"> Unconditional admission to Student Teaching, <i>or</i> Conditional admission to Student Teaching with a prescribed remedial plan which when successfully completed will result in unconditional admission, <i>or</i> Denial of admission to Student Teaching.
Decision Point 4: Retention During the Student Teaching Semester			
<i>What?</i> <ul style="list-style-type: none"> Minimum average score of 2.5 on each mid-semester <i>CWRU Student Teaching Mid-Term Assessment</i> by Cooperating Teacher and University Supervisor Minimum average mid-semester score of 2.75 on <i>DAI</i> Self-reflection Essay 	<i>Program Outcome Assessed</i> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<i>When?</i> Mid-term student teaching semester	<i>Result</i> <ul style="list-style-type: none"> Continued unconditional admission in the program, <i>or</i> Conditional continuation with intervention steps and a prescribed remedial plan which, when successfully completed, will result in successful completion of the student teaching, <i>or</i> Dismissal from the licensure program
Decision Point 5: Recommendation for Initial Licensure			
<i>What?</i> <ul style="list-style-type: none"> Cumulative GPA of 2.7 or better Discipline GPA of 2.7 or better Education GPA of 3.0 or better Minimum grade of "B" in MUED 396A & 396B Completion of degree requirements Minimum average score of 3.0 on the ePortfolio Minimum average score of 3.0 on Candidate <i>Disposition Assessment Inventory</i> Minimum average score of 3.0 on each <i>CWRU Student Teaching Final Assessment</i> by Cooperating Teacher and University Supervisor Achieve passing scores on Ohio licensure exams Completion of the following: <i>Feedback on University Supervisor, Feedback on Cooperating Teacher, CWRU Teacher Licensure Exit Interview and Survey</i> 	<i>Program Outcome Assessed</i> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<i>When?</i> At the completion of all degree and program requirements including achievement of passing scores on State licensure exams	<i>Result</i> <ul style="list-style-type: none"> Recommendation for Ohio teaching license, <i>or</i> Remedial plan which when successfully completed will result in recommendation for Ohio teaching license, <i>or</i> Non-recommendation for Ohio teaching license.

Admission and Retention in MUSIC EDUCATION- Master of Arts with Licensure Degree			
Decision Point 1: Entry to the Program			
<i>What?</i> <ul style="list-style-type: none"> Successful interview and satisfactory score on the <i>Teacher Licensure Admission Assessment</i> Admission to the University for graduate applicants Demonstration of entry-level competency in the discipline through successful presentation of a music performance audition Signed statement of <i>Good Moral Character</i> 	<i>Program Outcome Assessed</i> 4, 9	<i>When?</i> Upon admission to the University and the MAL program. Statement signed during Diagnostic Meeting, end of the 1 st semester of study.	<i>Result</i> <ul style="list-style-type: none"> Unconditional admission to the program, <i>or</i> Conditional admission to the program with a prescribed remedial plan which when successfully completed will result in unconditional admission, <i>or</i> Denial of admission to the program.
Decision Point 2: Admission to Advanced Standing			
<i>What?</i> <ul style="list-style-type: none"> Cumulative GPA of 3.0 or better Discipline GPA of 3.0 or better Education GPA of 3.0 or better Minimum average score of 2.0 on Candidate <i>Disposition Assessment Inventory</i> Minimum average score of 2.0 on the ePortfolio 	<i>Program Outcome Assessed</i> 1, 2, 3, 4, 5, 6, 7, 8, 9	<i>When?</i> End of the 3rd semester after admission as a music education major.	<i>Result</i> <ul style="list-style-type: none"> Unconditional admission to Advanced Standing, <i>or</i> Conditional admission to Advanced Standing with a prescribed remedial plan which when successfully completed will result in unconditional admission, <i>or</i> Denial of admission to Advanced Standing.
Decision Point 3: Admission to Student Teaching			
<i>What?</i> <ul style="list-style-type: none"> Cumulative GPA of 3.0 or better Discipline GPA of 3.0 or better Education GPA of 3.0 or better Minimum average score of 3.0 on the ePortfolio Pass TB test; present documentation of hepatitis B vaccinations Pass criminal background checks (BCI & FBI) Minimum average score of 2.5 on Candidate <i>Disposition Assessment Inventory</i> Successful completion: <i>Student Teaching Interview</i> 	<i>Program Outcome Assessed</i> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<i>When?</i> One semester prior to student teaching.	<i>Result</i> <ul style="list-style-type: none"> Unconditional admission to Student Teaching, <i>or</i> Conditional admission to Student Teaching with a prescribed remedial plan which when successfully completed will result in unconditional admission, <i>or</i> Denial of admission to Student Teaching.
Decision Point 4: Retention During the Student Teaching Semester			
<i>What?</i> <ul style="list-style-type: none"> Minimum average score of 2.5 on each mid-semester <i>CWRU Student Teaching Mid-Term Assessment</i> by Cooperating Teacher and University Supervisor Minimum average mid-semester score of 2.75 on <i>DAI</i> Self-reflection Essay 	<i>Program Outcome Assessed</i> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<i>When?</i> Mid-term student teaching semester	<i>Result</i> <ul style="list-style-type: none"> Continued unconditional admission in the program, <i>or</i> Conditional continuation with intervention steps and a prescribed remedial plan which, when successfully completed, will result in successful completion of the student teaching, <i>or</i> Dismissal from the licensure program
Decision Point 5: Recommendation for Initial Licensure			
<i>What?</i> <ul style="list-style-type: none"> Cumulative GPA of 3.0 or better Discipline GPA of 3.0 or better Education GPA of 3.0 or better Minimum grade of "B" in MUED 496A & 496B Completion of degree requirements Minimum average score of 3.0 on the ePortfolio Minimum average score of 3.0 on Candidate <i>Disposition Assessment Inventory</i> Minimum average score of 3.0 on each <i>CWRU Student Teaching Final Assessment</i> by Cooperating Teacher and University Supervisor Achieve passing scores on State licensure exams Completion of the following: <i>Feedback on University Supervisor, Feedback on Cooperating Teacher, CWRU Teacher Licensure Exit Interview and Survey</i> 	<i>Program Outcome Assessed</i> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<i>When?</i> At the completion of all degree and program requirements including achievement of passing scores on State licensure exams	<i>Result</i> <ul style="list-style-type: none"> Recommendation for Ohio teaching license, <i>or</i> Remedial plan which when successfully completed will result in recommendation for Ohio teaching license, <i>or</i> Non-recommendation for Ohio teaching license.

Admission and Retention in the AYA or Multi-Age Program – B.A. OR B.S. Degree			
Decision Point 1: Entry to the Program			
<i>What?</i> <ul style="list-style-type: none"> Successful interview and satisfactory score on the <i>Teacher Licensure Admission Assessment</i> Cumulative GPA at CWRU of 2.7 or better Discipline GPA of 2.7 or better Positive review of materials required for admission to the program 	<i>Program Outcome Assessed</i> <i>Statement of Philosophy</i>	<i>When?</i> Following the completion of EDUC 301 and EDUC 304	<i>Result</i> <ul style="list-style-type: none"> Unconditional admission to the program, <i>or</i> Conditional admission to the program with a prescribed remedial plan which when successfully completed will result in unconditional admission, <i>or</i> Denial of admission to the program.
Decision Point 2: Admission to Advanced Standing			
<i>What?</i> <ul style="list-style-type: none"> Cumulative GPA of 2.7 or better Discipline GPA of 2.7 or better Education GPA of 3.0 or better Minimum average score of 2.0 on Candidate <i>Disposition Assessment Inventory</i> Minimum average score of 2.0 on the ePortfolio Passing score on Screen I: Panel Interview 	<i>Program Outcome Assessed</i> 2, 3, 4, 6, 7, 8	<i>When?</i> During enrollment in EDUC 326	<i>Result</i> <ul style="list-style-type: none"> Unconditional admission to Advanced Standing, <i>or</i> Conditional admission to Advanced Standing with a prescribed remedial plan which when successfully completed will result in unconditional admission, <i>or</i> Denial of admission to Advanced Standing.
Decision Point 3: Admission to Student Teaching			
<i>What?</i> <ul style="list-style-type: none"> Cumulative GPA of 2.7 or better Discipline GPA of 2.7 or better Education GPA of 3.0 or better Minimum average score of 2.5 on the ePortfolio Minimum average score of 2.5 on Candidate <i>Disposition Assessment Inventory</i> Pass TB test; present documentation of hepatitis B vaccinations Pass criminal background check (BCI & FBI) Successful completion <i>Student Teaching Interview</i> 	<i>Program Outcome Assessed</i> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<i>When?</i> The semester prior to student teaching in EDUC 340	<i>Result</i> <ul style="list-style-type: none"> Unconditional admission to Student Teaching, <i>or</i> Conditional admission to Student Teaching with a prescribed remedial plan which when successfully completed will result in unconditional admission, <i>or</i> Denial of admission to Student Teaching.
Decision Point 4: Retention During the Student Teaching Semester			
<i>What?</i> <ul style="list-style-type: none"> Minimum average score of 2.5 at mid-semester on each <i>CWRU Student Teaching Assessment</i> by Cooperating Teacher and University Supervisor Minimum average mid-semester score of 2.75 on <i>DAI</i> 	<i>Program Outcome Assessed</i> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<i>When?</i> Mid-term student teaching semester	<i>Result</i> <ul style="list-style-type: none"> Continued unconditional admission in the program, <i>or</i> Conditional continuation with intervention steps and a prescribed remedial plan which, when successfully completed, will result in successful completion of the student teaching, <i>or</i> Dismissal from the licensure program
Decision Point 5: Recommendation for Initial Licensure			
<i>What?</i> <ul style="list-style-type: none"> Cumulative GPA of 2.7 or better Discipline GPA of 2.7 or better Education GPA of 3.0 or better Completion of degree requirements Minimum average score of 3.0 on the ePortfolio Minimum average score of 3.0 or better on Candidate <i>Disposition Assessment Inventory</i> Minimum average score of 3.0 on each <i>CWRU Student Teaching Final Assessment</i> by Cooperating Teacher and University Supervisor Passing scores on Ohio licensure exams Completion of the following: <i>Feedback on University Supervisor, Feedback on Cooperating Teacher, CWRU Teacher Licensure Exit Interview and Survey</i> 	<i>Program Outcome Assessed</i> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<i>When?</i> At the completion of all degree and program requirements including passing state licensure exams	<i>Result</i> <ul style="list-style-type: none"> Recommendation for Ohio teaching license, <i>or</i> Remedial plan which when successfully completed will result in recommendation for Ohio teaching license, <i>or</i> Non-recommendation for Ohio teaching license.

Field Experience

Field experiences and clinical practice are integral program components in the preparation of CWRU Teacher Licensure Candidates, enabling them to develop and demonstrate competence in the professional roles for which they are preparing. Students engage in a variety of early and ongoing clinical and field-based opportunities, in which they observe, assist, tutor, and/or instruct. These experiences are designed to allow teacher candidates to develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Diversity of Placement Settings

The CWRU Teacher Licensure Unit is committed to ensuring that its licensure candidates experience settings representing a diverse range of learners. To provide this diversity, CWRU has established relationships with urban, suburban, rural, public, charter, private and religious schools; schools that are composed largely of underrepresented minority students and/or schools where over 50% of its students are receiving free or reduced lunch; schools with inclusion classrooms and those where English Language Learners are in nearly every classroom. Some placements may also include community centers and area institutes and museums. Our commitment is to provide a diverse range of experiences that are appropriate to the content and level of each candidate's program.

Diversity, Equity and Inclusion

In keeping with CWRU's commitment to creating a diverse, equitable and inclusive environment, we encourage and support these values among the partner schools with which we work. For more information on CWRU policies, please use the following links: <https://case.edu/diversity/> and <https://case.edu/studentlife/about/operations-and-planning/human-resources/dei-committee>.

Awareness of Professional Conduct and Statement of Assurance of Good Moral Character

The Ohio Department of Education is committed to ensuring that all students receive instruction from educators who can provide a safe, supportive, and healthy school environment. By Ohio statute, those persons who have demonstrated "unbecoming conduct" may not be licensed to teach in Ohio's schools. The Office of Professional Conduct at the Ohio Department of Education is responsible for raising awareness among pre-service educators for what unbecoming conduct is for educators and has provided teacher educators with the following list of offenses that may keep a prospective teacher from gaining licensure.

1. Drug Abuse

- corrupting another with drugs
- trafficking in drugs
- illegal manufacture of drugs or cultivation of marijuana
- illegal assembly or possession of chemicals for the manufacture of drugs
- funding of drug or marijuana trafficking
- illegal administration or distribution of anabolic steroids
- permitting drug abuse
- deception to obtain a dangerous drug
- illegal possession of drug documents
- tampering with drugs
- trafficking in harmful intoxicants; improperly dispensing or distributing nitrous oxide
- illegal dispensing of drug samples

- possession of counterfeit controlled substances

2. Violence

- aggravated murder/murder
- voluntary/involuntary manslaughter
- reckless homicide
- felonious assault/aggravated assault
- permitting child abuse
- kidnapping/abduction
- criminal child enticement
- extortion
- aggravated arson
- aggravated robbery/robbery/aggravated burglary
- inciting to violence
- aggravated riot/riot
- inducing panic
- intimidation/intimidation of attorney, victim or witness in criminal case
- escape
- improper discharge firearm at or into habitation; school-related offenses
- illegal conveyance or possession of deadly weapon or dangerous ordnance or illegal possession of an object indistinguishable from a firearm in school safety zone/courthouse
- improperly furnishing firearms to minor
- unlawful possession of dangerous ordnance; illegally manufacturing or processing explosives
- endangering children
- soliciting or providing support for act of terrorism/making terroristic threat/terrorism
- unlawful possession or use of a hoax weapon of mass destruction
- contaminating substance for human consumption or use; contamination with hazardous chemical, biological, or radioactive substance; spreading false report/placing harmful objects in food/confection.
- retaliation
- unlawful abortion/performing or inducing unlawful abortion upon minor/abortion manslaughter
- interference of custody/child stealing

3. Sexually-oriented

- rape
- sexual battery
- unlawful sexual conduct with a minor
- gross sexual imposition/sexual imposition
- importuning
- compelling prostitution/promoting prostitution
- procuring
- soliciting/loitering to engage in solicitation/prostitution; after positive HIV test
- disseminating matter harmful to juveniles
- displaying harmful materials to juveniles
- pandering obscenity; involving a minor
- pandering sexually oriented matter involving a minor
- deception to obtain matter harmful to juveniles
- compelling acceptance of objectionable materials
- illegal use of a minor in nudity-oriented material or performance
- felonious sexual penetration

4. Theft

- burglary
- personating an officer
- theft in office
- perjury
- bribery

If you have pleaded guilty to or been convicted of any of the above, it is important that you contact the Administrator of Investigations, Office of Professional Conduct, Ohio Department of Education (614/466-5638) on your own or through an attorney in order to determine if you are ineligible for an Ohio teacher license prior to continuing to pursue a teaching license through Case Western Reserve University. Please note that pleading “no contest” is equivalent to pleading “guilty” and that the Ohio Department of Education may investigate court records that have been sealed or expunged.

Prior to gaining licensure in Ohio, you will be subject to a Bureau of Criminal Investigation (BCI) and a Federal Bureau of Investigation (FBI) review. When you complete your application for licensure, you will be required to provide documentation for any felony or misdemeanor other than a traffic offense.

Effective July 1, 1987, The Ohio Department of Education requires that all students admitted to Teacher Licensure Programs in Ohio must be deemed to be of Good Moral Character as defined below (Rule 3301-21-01 of the Administrative Code):

“A person shall be deemed to be of good moral character provided that said individual has not pleaded guilty to or been convicted of any felony, any violation, or any offense that is not a minor misdemeanor, or any substantively comparable ordinance of a municipal corporation or of another state. An individual who has pleaded guilty to or has been convicted of any such offense may have an application for certification considered by the State Board of Education, provided said individual meets the conditions specified in Rule 3301-23-23 of the Administrative Code.”

Case Western Reserve University is, therefore, obligated to require that all students pursuing programs at both the undergraduate and graduate levels leading to Ohio teaching licensure sign a statement indicating that they are of good moral character, as defined by the above Rule, upon admission to a teaching licensure program. ***It is the student's obligation to notify the Director of Teacher Education immediately should he or she no longer meet these standards as identified by the State of Ohio.***

In addition to the state’s requirements, students in teacher licensure programs at Case Western Reserve University are expected to conduct themselves in a professional manner at all times, both on and off campus. When any action of a student who has been admitted or seeks admission to a Case Western Reserve University teacher licensure program does not reflect integrity and professionalism, that student may be called before the Teacher Education Executive Committee. At that time, the action(s) that may be questionable either ethically or professionally will be addressed. This committee will exercise its authority to resolve the matter. The right of appeal to appropriate University administrators is available.

Bureau of Criminal Identification (BCI) Background Check

The Ohio State Legislature passed a law that requires all persons working with children in the field of education to complete criminal background checks (State Law Section 3319.291 – Certification and House Bill 190). This process is done through the Ohio Bureau of Criminal Identification and Investigation by means of the Civilian Identification Fingerprinting Application and the Federal Bureau of Investigation.

Completion of the criminal background checks is the responsibility of students. All individuals who will be student teaching or employed as a licensed teacher or school employee by the State of Ohio must comply with Amended House Bill 79, effective March 29, 2007, the Ohio Department of

Education will require applicants for any license or permit it issues to complete an Ohio criminal background check, conducted by the Bureau of Criminal Identification and Investigation (BCII) along with the federal background check, conducted by the FBI. **The results of both background checks must be submitted to ODE electronically.**

Results of both state and federal background checks are valid for one year. If an application is received without the appropriate background check results on file, ODE will place the application on hold pending receipt of the results.

1. **At least two months prior to the end of the semester prior to student teaching, the criminal background checks must be received in the CWRU Teacher Education office.** Students planning to student teach in the fall should complete this process in May, while those student teaching in the spring should complete it in October.
2. Spring Semester student teachers will have a meeting in which the background checks will be completed by CWRU Protective Services. Make sure the person performing the fingerprinting sends a copy of the criminal background results to the CWRU Teacher Education Office and to the Ohio Department of Education. Once received, the Teacher Education Office will send copies of the results to the student and his/her Program Director. A copy will also be retained in the student's Teacher Licensure file.

State Licensure Exams

Each student must pass the Ohio Assessment for Educator (OAE) exams in both the content area and in professional learning and teaching.

	Pedagogical Exam #	Content Exam #	Cost per exam
Art Education	004	006	\$105
Music Education	004	032	\$105
AYA Education English	003	020	\$105
AYA Education Chemistry	003	009	\$105
AYA Education Languages	004	ACTFL	\$105/OAE
AYA Education Life Science	003	007	\$105
AYA Education Math	003	027	\$105
AYA Education Physics	003	035	\$105
AYA Education Social Studies	003	025	\$105

Here is the link for accessing information and registering for OAE exams: <https://www.oh.nesinc.com/>

Student Teaching

Application and Placement Procedures

The culminating experience in Case Western Reserve University teacher licensure programs is the student teaching practicum. **By the end of the fourth week of the semester prior to the semester the student plans to student teach, the following items need to be submitted to the Teacher Education Office:**

1. A current copy of the DPR (Degree Progress Report for undergraduates) or advising transcript (MA for licensure students) that indicates a Cumulative GPA of 2.7 or better, Discipline GPA of 2.7 or better, and Education GPA of 3.0 or better.
2. The working teaching ePortfolio.
3. Documentation of 3 hepatitis B shots and negative TB test (within the last 12 months).
4. Documentation from the Ohio Bureau of Criminal Identification and Federal Bureau of Investigation of successfully completing the criminal background checks.
5. A completed Student Teaching Interview and Placement Verification Form (by week 10)

In addition, the Program Director or Coordinator will submit the Disposition Assessment Inventory along with the completed placement survey for each student. The student will submit documentation to the Office of Teacher Education for the following: 3 hepatitis B shots, TB test (within the last 12 months), BCI & FBI verification.

Once the student teacher has met all requirements and a student teacher placement preference has been identified, the Program Director or Coordinator will submit a written request for the placement with the appropriate person(s) in the school district. The student teaching candidate will then be notified of the results of the request. Program Directors and Coordinators will communicate placements to the Teacher Education Office for contracts to be issued.

After the student's grades for the semester prior to student teaching are posted, the student will submit another copy of the DPR to the appropriate departmental person to verify completion of required courses and GPA requirements.

NOTE: Failure to complete the above procedures by the dates specified may result in non-placement for student teaching.

Length and Setting of the Student Teaching Experience

The Case Western Reserve University teacher education programs require students to participate in the student teaching experience for one full semester (either fall or spring) in a chartered Ohio school determined by the department and student teacher. To fulfill the licensure requirements of the State of Ohio, the placement will include a high school setting for the AYA programs and both elementary and secondary settings for the Art, Music, French, Latin and Spanish programs. For the academic year 2022 – 2023, student teaching for the Spring Semester will begin on January 17, 2023 and end on May 1, 2023. Students may be required to make up missed days as determined by the Program Directors or the Coordinator of Music Education.

Professionalism during Student Teaching

All students who are engaged in full time student teaching are still considered Case Western Reserve University students and therefore must conduct themselves with appropriate University protocol. The University has a number of policies that pertain to student conduct, dress, academic integrity,

attendance, grades, disability services, exams, separation, and other issues that can be found in documents such as the *General Bulletin*, *Handbook for Undergraduate Students*, the *Graduate Student Handbook*, and departmental handbooks. These policies continue to apply during the semester of student teaching.

Because student teachers are preparing to join the profession of education, each student is expected to exhibit the demeanor that is appropriate for a professional educator. Some examples of professional demeanor include, but are not limited to:

- Dressing professionally – regardless of how employed teachers in the school dress. Consult your program director regarding any question about appropriate attire.
- Using a professional vocabulary, including no profanity
- Arriving early for assigned activities and remaining on-site until all duties are completed
- Timely completion of assignments and requirements, timely communication with vested parties, notifying cooperating teacher(s) and CWRU faculty if some situation occurs to alter your ability to perform your duties
- Accepting the role of teacher and all of the responsibilities that are associated with a position of this type
- Maintaining professional interaction with all parties involved in the teaching situation

Student Teaching Seminars

Once student teaching has commenced, student teaching seminars will be held at set times during the semester. Some seminars may be held at participating school districts. Students are reminded that these seminars are academic classes and attendance is required.

Requirements and Responsibilities of the Student Teacher

1. The student teacher will fulfill all the general student teaching requirements of CWRU, as well as any specific requirements of the cooperating teacher and/or university supervisor.
2. Attendance: Student teachers must be at their assigned teaching locations during regular school hours. If a student must be absent, due to illness or other valid reasons, student teachers need to communicate with their cooperating teacher(s) and university supervisor. The student teacher follows the academic calendar of the school system in which they are teaching, not the CWRU academic calendar.
3. Outside Commitments: Student teaching is a fulltime endeavor that will require full attention and energy. *Other commitments (i.e., working, taking additional courses, church/community activities, etc.) are strongly discouraged while student teaching, and not considered acceptable excuses for failing to fulfill all the requirements of student teaching.* If such interference occurs, the student teacher will be given the option to withdraw from student teaching or to make the necessary personal adjustments to give full attention to the program. If a student must partake in outside activities, he/she must notify their Program Director and their Academic Advisor prior to the student teaching placement being made and must file appropriate petitions. Please refer to your particular program requirements for guidelines.
4. Fully participate in all student teacher seminars. Unexcused absences from student teaching seminars may result in not passing the student teaching experience.
5. Communications: All student teachers need to regularly check their CWRU email account as part of their daily routine. Important communication between you and your university supervisor may take place via email. Respond to all communications (voice, mail, or email) promptly.
6. Professional Development: Join the appropriate professional organization that aligns with your content area. Continual growth and development as an educator throughout a career is essential.

Belonging to and participating in professional organizations is an important part of being a professional educator and a means of professional development

7. Each student will videorecord oneself as required by the Cooperating Teacher and/or University Supervisor. Self-critiquing via videorecording is an excellent means of professional development. This videorecording is separate from that required for state performance assessments.
8. Daily lesson planning for each class or portion of a class that the student teacher teaches is crucial to future success. Write and provide lesson plans as designated by each Program Director.
9. Develop the teaching ePortfolio as specified by each program.
10. Complete the tasks required for the edTPA Teacher Performance Assessment and submit materials on time.
11. Take the required state licensure exams in pedagogy and in the content area. Students should talk with their Academic Advisor, their Program Director or Coordinator, or the Director of Teacher Education to determine the specific tests they should take.

Roles and Responsibilities of the Cooperating Teacher during Student Teacher Supervision

The role of the cooperating teacher cannot be taken lightly. The cooperating teacher is integral to the success of the student teaching experience, and often becomes the indirect lifelong mentor of the student teacher. The following guidelines will help ensure a successful student teaching experience for both the pre-service student teacher and the cooperating teacher. Each cooperating teacher is encouraged to:

1. Clarify the district and building philosophy and goals of teaching with the student teacher, explaining how classroom management is governed according to this philosophy.
2. Develop tentative short, medium, and long-range plans for the student teacher to assume classroom management.
3. Allow the student teacher to gradually immerse into the teaching process by starting with interactions with individual students or small groups of students and gradually moving to full class coverage.
4. Share information about the cultural and socio-economic background of students (and community), as well as, helpful information about students (e.g., IEPs and specific areas of concern).
5. Provide the student teacher with seating charts or other documents that will allow the student teacher to become familiar with the names of students in the various settings.
6. Provide the student teacher with relevant district documentation (course of study, handbooks, manuals, and procedural documents).
7. Prepare communications (written and/or verbal) to students, parents, faculty, staff, and administration) introducing the student teacher. Prepare pupils for the arrival of the student teacher, emphasizing the fact that this will be a teaching team with the student teacher having an authoritative position.
8. Help establish good rapport between the student teacher and other school personnel (e.g., secretaries, custodial, and administrative).
9. Orient the student teacher to the school building, regulations, use of machines, materials, and supplies. It is also suggested that a desk or other workspace be provided for the student teacher.
10. Assist the student teacher during the first full week, where observation is the norm, by providing an observation guide that will help make this time valuable.
11. Discuss and help the student teacher develop appropriate lesson plans for various settings that s/he will be teaching.
12. Establish a systematic and on-going observation scheme so that the student teacher receives regular feedback from the cooperating teacher. The goal of observation is to observe the student teacher,

to analyze and reflect on collected data, and then provide feedback. The cooperating teacher should hold regularly scheduled conferences (weekly is recommended) in addition to daily informal conversations with the student teacher.

13. Provide regular feedback to the University Supervisor. Information sharing between the Cooperating Teacher and the University Supervisor regarding the student teacher's progress is critical. Such communication can occur during three-way conferences, two-way conferences, bi-weekly feedback questionnaires, by email, or via telephone conversations.
14. Share midterm and final grading evaluations with the student teacher and the university supervisor. The CWRU Student Teacher Assessment Form should be completed in a timely manner at midterm and at the end of the student teaching experience.
15. Complete assessment of the University Supervisor, to be returned directly to the CWRU Office of Teacher Education, in a timely manner at the end of the student teaching experience.

Role and Responsibilities of the Adjunct Lecturer during the Student Teaching Semester

CWRU created an additional role for its cooperating teachers: the position of Adjunct Lecturer. The responsibilities of the Adjunct Lecturer are separate from and in addition to those of the Cooperating Teacher and are carried out on campus during the period in which a Cooperating Teacher is supervising a CWRU teacher candidate.

The Adjunct Lecturer responsibilities are crafted to help form a bridge between the pre-service experience and the first year of teaching. Classroom teaching has become more complicated. Expectations regarding student achievement are higher, and state and national accreditation bodies have legislated myriad accountability measures, affecting both the university and P-12 schools. Thus, CWRU has adopted these requirements to ensure that our pre-service candidates have the best possible preparation. Each adjunct faculty member will:

1. Submit required materials to complete the appointment process.
2. Participate, as a co-instructor, in the student teaching seminar or practicum course.
3. Attend planning and orientation meetings related to the course to which the Adjunct Lecturer is assigned.
4. Assist with planning and implementation of the student teaching seminar or practicum.
5. Present/co-teach agreed-upon portions of the student teaching seminar or practicum.
6. Help student teachers implement the edTPA Teacher Performance Assessment.
7. Provide orientation to student teachers of entry-year requirements; e.g. writing Student Learning Outcomes (SLOs), the Resident Educator Summative Assessment (RESA), and the Ohio Teacher Evaluation System (OTES).

Roles and Responsibilities of the University Supervisor

Once the student teaching placement has been made, the University Supervisor will serve as the representative of CWRU for the student teaching experience. The University Supervisor will:

1. Confer with and report to the Program Director on the progress of student teachers.
2. Serve as a resource person to the Cooperating Teacher, student teacher, and related school personnel.
3. Inform the student teacher and cooperating teacher of due dates for any reports, conferences, and/or assessments.
4. Visit the student teacher, on site, at least once every two or three weeks. Circumstances may dictate more frequent visits, however. The length of these visits will depend entirely upon the needs of the particular student teacher, the Cooperating Teacher, and the University.

5. Complete visitation reports after each visit and/or observation, reporting on the strengths and/or weaknesses of the student teacher, providing copies of those reports to the student teacher and cooperating teacher.
6. Review feedback from the Cooperating Teacher on a regular basis and maintain open communication with them to help ensure student success.
7. Conduct midterm and final grading assessments in consultation with the student teacher and his/her cooperating teacher(s).
8. Provide the necessary orientation for student teachers concerning their responsibilities.
9. Council with individual student teachers concerning personal and professional problems.
10. Complete an evaluation of each Cooperating Teacher and placement setting in a timely manner at the end of the student teaching experience.

Exit Procedures

Recommendation for Initial Licensure

At the culmination of student teaching each student who satisfies all of the Teacher Licensure requirements, as well as program and University requirements, will apply for graduation and make application for initial teacher licensure. Please see the requirements for each teacher licensure program on pages 19-23. A letter for each student must be submitted by the Program Director or Administrative Assistant to the Teacher Education Office stating that all program graduation and licensure requirements have been met. Prior to license approval, each student must complete the following forms: Feedback on Cooperating Teacher, Feedback on University Supervisor, and the Exit Survey. Additionally, students must complete an exit interview with the Director of Teacher Education. Students apply for their license through the Ohio Department of Education website. Each student will have set up an OH|ID account during the Student Teaching workshop. Candidates can monitor their applications through the OH|ID account.

Additional Information, Policies, and Procedures

Additional information on each specific CWRU Teacher Licensure Program can be obtained by contacting the appropriate Program Director or Coordinator. Each program has handbooks and other types of documentation that fully describe departmental policies and procedures for students.

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