Intervention Specialist Mild to Moderate K-12 B.S. Ed. Teacher Candidate Handbook

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Welcome

Welcome to the Intervention Specialist Mild to Moderate K-12 program!

The Intervention Specialist (IS) Mild to Moderate K-12 program is housed in the Teacher Education Department (TED) in the College of Health, Education, and Human Services (CHEH) at Wright State University (WSU) and is committed to the quality and success of every teacher candidate. This handbook is designed as a reference guide to the structure and policies of the program. It was collaboratively constructed between the Office of Student Services, the Office of Partnerships and Field Experiences (OPFE), and TED. The handbook should be used in concert with information provided by the college's academic advisors, the OPFE director, and the IS program director.

We look forward to collaborating with you to help you reach your professional goals.

Program Overview

The IS program leads to the Bachelor of Science in Education (B.S.Ed.) degree with licensure to teach in grades K-12 in the state of Ohio.

Licensure and certification requirements vary from state to state, and we have not determined if this program meets educational requirements outside of Ohio. If you are planning to pursue professional licensure or certification in a state other than Ohio, please contact the appropriate licensing entity in that state to seek information and guidance regarding that state's licensure or certification requirements.

Specific courses and assessments are included to ensure that candidates develop theoretical and practical knowledge in the humanities, mathematics, social sciences, biological and physical sciences, and the arts. Included also are courses that incorporate multicultural and global perspectives in the general education requirements.

The degree program is designed so that candidates initially complete general education, introductory education courses, and work towards their concentration area course requirements. Once these courses have been successfully completed, candidates begin the IS program as members of a cohort. The cohort portion of the program consists of four semesters of integrated coursework and field experiences.

Upon successful completion of the program coursework and the key assessments, as well as earning a passing score on the IS Content Ohio Assessment for Educators, candidates are eligible to graduate. Candidates must earn a passing score on two additional state of Ohio OAEs in order to be recommended for licensure.

Program Expectations

In accordance with the national standards of the Council for the Accreditation of Educator Preparation (CAEP), the Council for Exceptional Children (CEC) standards, and the state of Ohio standards, the IS program faculty are committed to ensuring high teacher candidate quality from recruitment to admission, through the progression of courses and clinical experiences, and to program completion.

Because the development of candidate quality is the goal in all phases of the program, the IS program reviews a number of academic and non-academic factors at admission to the program, during the program, and at completion of the program to determine candidate selection and program progression. A teacher candidate may be removed from the school setting and/or the program based on disposition

and/or performance. The field removal policy concerning removal from placement settings is posted on the OPFE website.

Program Admission

To be admitted to the IS program, applicants must demonstrate high academic achievement, dispositions that are associated with successful performance in the IS program, and the potential for effective teaching. The deadline to apply to the program is January 15th for the following Fall Semester. Current admission requirements are posted on the IS program website. https://education-human-services.wright.edu/teacher-education/bachelor-of-science-in-education-and-licensure-intervention-specialist-mild-moderate

Program Continuation

During the four semesters of coursework, candidates will be placed in a cohort. The cohort approach provides several benefits, including: 1) commonly scheduled courses to increase collaborative efforts, 2) opportunities to build relationships and community through shared experiences, and 3) access to and value for diverse perspectives and experiences within the structure of the program.

Current Course Sequence and Schedule (subject to change)

Courses are designed and scheduled with consideration to faculty responsibilities, annual program feedback and evaluation, and the dynamic needs of the profession. The current sequence and schedule of courses is outlined below in Table 1.

Table 1. Fall Cohort Coursework and Key Assessment Sequence (subject to change)

Semester #1		
Courses	**Key Assessments**	**Program Requirements**
EDS 4510: Foundations of Special Education ED 4060: Read & Lit. I: Background & Tools ED 4080: Instruction Word Study & Phonics *Register for additional courses as needed in order to complete all course requirements prior to student teaching		Candidates must successfully: ⏐ pass all coursework ⏐ earn a "C" or higher in each course ⏐ have no grades of incomplete, & ⏐ attain a 2.6 or higher GPA in IS courses by the end of this term. Candidates cannot move on to the second semester without meeting the above program requirements.
Semester #2		
Courses	**Key Assessments**	**Program Requirements**
EDS 4570: Instruct/Behav Management IS EDS 4590: Assessment Skills for IS (IW) EDS 4670: Collaboration for Inclusion (IW) ED 4070: Read & Lit II: Content Area Tools ED 4090: Assessment and Intervention *Register for additional courses as needed in order to complete all course requirements prior to student teaching		Candidates must successfully: ⏐ pass all coursework ⏐ earn a "C" or higher in each course, ⏐ have no grades of incomplete, & ⏐ maintain a 2.6 or higher GPA in IS courses by the end of this term Candidates cannot move on to the third semester without meeting the above program requirements.

Semester #3		
Courses	**Key Assessments**	**Program Requirements**
EDS 4610: IS Method MM EDS 4650: Transitions of Students with Exceptionalities EDS 4690: Clinical Practice in Remediation EDS 4720: IS Internship Part 1 **Register for additional courses as needed in order to complete all course requirements prior to student teaching **At the end of this semester, you must have all courses towards your B.S.Ed. completed except for Student Teaching and your Professionalism/Seminar course	1. EDS 4610: IS Methods – Unit Plan 2. EDS 4610: IS Methods - CDI 3. EDS 4650: Transitions – Transitions Assessment 4. Ohio Assessment for Educators: Special Education K-12 Mild/Moderate 04	Candidates must successfully: | pass all coursework and the key assessments | earn a "P" for pass/fail courses, | earn a "C" or higher in each course, | have no grades of incomplete, & | maintain a 2.6 or higher GPA in program courses by the end of this term Candidates cannot move on to the fourth semester without meeting the above program requirements. In order to begin student teaching, candidates must take the OAE: Special Education– K-12 Mild/Moderate 043.
Semester #4		
Courses	**Key Assessments**	**Program Requirements**
EDS 4730 – IS Student Teaching EDS 4990 – Professional Seminar: IS	1. EDS 4730: Student Teaching for IS – Field Experience Forms 2. EDS 4730: Student Teaching for IS – CDI 3. EDS 4990: Seminar for IS – edTPA	Candidates must successfully: | pass all coursework and the key assessments | earn a "P" for pass/fail courses, | earn a "C" or higher in each course, | have no grades of incomplete, & | maintain a 2.6 or higher GPA in program courses by the end of this term Candidates cannot complete the program without meeting these program requirements.

Key Assessments

In multiple courses throughout the program, candidates will be required to complete key assessments. Each key assessment aligns with various components of the CEC Standards (see Appendix B). Key assessments include one of the required Ohio Assessment for Educators (OAE) state licensure examinations, as well as connected and meaningful course assignments. As outlined above in Table 1, passing scores must be earned on all key assessments by the end of each semester in order to continue on in the program. If a candidate does not pass a key assessment, s/he/they will be required to participate in a formal concern conference (see section on Professionalism/Concern Conferences, 7), set academic and/or dispositional action steps, and address the weaknesses in the key assessment before moving on in the program. The IS committee will determine if the candidate will either be removed from the program or permitted to progress through the program once s/he/they successfully completes the established academic and/or dispositional action steps and addresses the weaknesses on the key assessments.
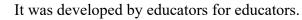
edTPA

The education Teacher Performance Assessment (edTPA) is a rigorous, summative, portfolio-based assessment of teaching performance implemented in a clinical setting. edTPA is designed to assess a

teacher candidate's readiness for licensure at the end of the program. With a focus on learning for all students, edTPA engages teacher candidates in developing the knowledge, skills, and abilities they need to meet the needs of today's diverse learners.

At WSU, all initial licensure teacher candidates must complete edTPA in their student teaching experience during their final semester. The IS program guides and prepares candidates for completion of edTPA.

Why does the IS program use edTPA?
- It was developed by educators for educators.
- edTPA assesses subject-specific pedagogy.
- edTPA is embedded in authentic clinical practice. Tests of subject area knowledge alone may not comprehensively reflect the realities of what it takes to be a beginning teacher.
- It is used by more than 600 teacher preparation programs in approximately 40 states.
- edTPA provides excellent preparation for other performance-based portfolio assessments you may have in your teaching career, such as Ohio's Resident Educator Summative Assessment (RESA).
- edTPA asks candidates to be reflective and support their instructional decisions with research and theory.

The edTPA requires aspiring teachers to demonstrate readiness to teach sequential lesson plans centered on a central topic; designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning using assessment data, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. They also submit student work samples with feedback.

The edTPA is scored by teachers and teacher educators with subject-area and grade-level expertise, and experience mentoring, teaching or supervising teachers. All scoring training material is authored by SCALE. The Evaluation Systems group of Pearson collects and records the scores generated by these qualified scorers. Pearson also helps recruit scorers, manages the scoring pool, monitors scoring quality, and provides a training and delivery platform for the SCALE-developed scorer training curriculum. There is currently a $300.00 fee for the cost of scoring. Candidates are responsible for paying any costs associated with the edTPA, including the cost of scoring. This fee is currently attached to the seminar course.

At this time, the IS edTPA passing score is <u>37</u> or higher. Candidates must pass this assessment in order to complete the program and graduate. Candidates who score a minimum of 37 on their edTPA do not have to take the state of Ohio Assessment of Professional Knoweldge (APK). The Ohio Department of Education (ODE) will accept an edTPA score of 37 or higher in lieu of the APK test.

Coursework Grades
Candidates must earn and maintain a GPA of <u>2.6 or higher</u> and earn a grade of "C" or higher in all IS program courses to remain in the cohort and progress to the next semester. Additionally, candidates must earn a "P" for all field experiences. Candidates' course grades, as well as scores on key assessments, will be reviewed by the IS program committee throughout the program and at the end of each semester. If the candidate earns below a 2.6 GPA and/or any letter grade below "C" in any IS program course, the IS program committee will review the documentation and either:

1. permit the teacher candidate to proceed in the program with appropriate academic development strategies (i.e. repeat coursework) **OR**
2. remove the teacher candidate from the program.

Disposition Checks

Candidates must receive acceptable ratings on all dispositional checks throughout the program to continue and successfully complete the IS B.S.Ed. degree with licensure. Chronic absenteeism, habitual tardiness, incomplete work, inability to effectively collaborate and communicate, missed deadlines, etc. are inconsistent with the dispositions of a professional educator. Candidates' dispositions will be assessed throughout the program on the Candidate Disposition Inventory (CDI) and faculty attending to dispositions in the courses. If the candidate receives one or more dispositional concerns, the IS program committee will review documentation and either:
1. permit the teacher candidate to proceed in the program with appropriate professional development strategies, **OR**
2. remove the teacher candidate from the program.

Field Experiences and Field-embedded Coursework

Prior to program admission, candidates must successfully complete ED 2650. Candidates are encouraged to complete ED 2750 prior to admission, but they are not required to do so. Candidates may completed ED 2750 after program admission. However, ED 2750 must be completed before the yearlong placement.

Once beginning the designated cohort courses, IS teacher candidates are required to successfully complete a minimum of two field experiences (EDS 4720 and EDS 4730) during the program. We strive to place candidates in schools from a wide range of demographics and cultures. To give IS teacher candidates an array of field experiences in various settings, candidates will be placed in a minimum of three different settings. In order to provide candidates with a year-long experience, EDS 4720 and 4730 will be at the same school site.

Courses in the IS program will require candidates to meet off campus and participate in diverse school experiences. **NOTE**: this is in addition to the candidates' field placements assigned by OPFE. These experiences are embedded within the courses to promote collaborative experiences, professional growth, authentic practice, and deeper reflection of candidates. Candidates are responsible for transportation to area schools and agencies and for successfully meeting all course requirements.

The following behaviors may potentially damage relationships between schools, districts, communities, and the university and can result in failing courses and removal from the program:

- The candidate is asked to be removed by a principal and/or teacher at a school.
- The candidate is not progressing successfully in the coursework or a condition exists that hinders a candidate's ability to successfully complete a course in the field.
- The candidate is unable to connect and collaborate with diverse children, teachers, families, and communities.
- The candidate is sharing or discussing information with others that is harmful to children, teachers, schools, communities, and the university.
- The candidate cannot resolve a problem or issue related to the coursework.
- The candidate is unable to exhibit the disposition needed to successfully complete the program.

Professionalism/Concern Conferences
Candidates are responsible for their behaviors and decisions. Program faculty and staff have a formal system in place for candidates demonstrating concern in any or all areas of the CHEH conceptual framework and/or professional dispositions.

A candidate will be required to participate in a formal concern conference as requested by a faculty or staff member, instructor, advisor, supervisor, or field person.

Faculty or staff members, instructors, advisors, supervisors, or P-12 school personnel can request formal concern conferences of candidates. Concerns include those related to, but are not limited to: the candidate's attitude, disposition, or behavior inhibiting her/his/their professional effectiveness in a course, key assessment, or field experience. The candidate will be required to participate in a formal concern conference about the concern(s) and to set academic and/or dispositional action steps. The emphasis of the concern conference is to assist the candidate in resolving any problem(s), which might hinder her/his/their success. A written record of such a conference will be made part of the candidate's student file. The *Concern Conference* form is located in Appendix A. If a candidate does not attend the concern conference and/or is unable to meet any or all specified action steps by the timeline expected, s/he/they will be removed from the program.

Program Completion
IS Degree with Licensure
Upon successful completion of the program coursework and assessments, as well as earning passing scores on the state-required IS teacher licensure examinations, candidates are eligible to graduate and apply for the state of Ohio teaching license in Intervention Specialist K-12.

To graduate with a Bachelor of Science in Education (B.S.Ed.) degree, candidates must successfully complete all requirements in the Intervention Specialist (IS) K-12 program. If candidates are unable to complete any program requirement successfully, they will not be able to graduate with this degree, nor will they be recommended for a licensure.

In order to be recommended for licensure, candidates must demonstrate they: 1) have achieved the required content knowledge, 2) can teach effectively with positive impacts on K-12 student learning and development, and 3) understand the expectations of the teaching profession, including the Ohio Code of Ethics, the CEC Elementary Teacher Preparation Standards (see Appendix B), and relevant laws and policies. Candidates must complete all program requirements AND earn passing scores on two additional state of Ohio Assessments for Educators.

The Ohio Department of Education (ODE) reviews applications for educator licensure and issues credentials to qualified candidates. A candidate seeking an Ohio educator license or endorsement to an Ohio educator license through ODE must, as part of the application process, obtain a recommendation for licensure or endorsement from the institution of higher education at which the candidate completed an educator preparation program. The Ohio Department of Higher Education requires institutions of higher education that offer educator preparation programs to assure that candidates for an Ohio educator license meet all the current requirements of the credential for which the candidate is recommended (O.A.C. 3333-1-05).

Therefore, a candidate who successfully completes the IS program will earn a B.S.Ed. degree. A candidates who, as part of the application process for obtaining an Ohio educator license, requests

WSU's recommendation of her/his/their application, will be recommended for a Intervention Specialist K-12 teaching license in the state of Ohio, ***only after passing all required OAEs***. A candidate who does not successfully complete the IS program will neither earn the B.S.Ed. degree nor will s/he/they be recommended for a Intervention Specialist K-12 teaching license upon passing all required OAEs.

Ohio Assessments for Educators

In addition to all other program requirements, candidates must pass the necessary **Ohio Assessments for Educators (OAE)** in order to be recommended for licensure to the state of Ohio.

OAE: Special Education – K-12 Mild/Moderate 043
ï Candidates MUST take this OAE **prior** to student teaching and pass this test prior to being recommended for a license.
ï It is recommended that candidates take the test early in the fall semester. ï One must wait a minimum of 30 days between test attempts.

OAE: Foundations of Reading – 190
ï Candidates MUST pass this OAE prior to being recommended for licensure.
ï Candidates do NOT have to pass this OAE prior to finishing their degree program.
ï One must wait a minimum of 30 days between test attempts.

OAE: Assessment of Professional Knowledge (APK) - 004
ï Candidates who score a minimum of 37 on their edTPA do **NOT** have to take the APK.
ï ODE will accept your edTPA score of 37 (or higher) in lieu of the APK test.
ï The edTPA is completed in the Seminar course, taken in conjunction with Student Teaching.
ï Candidates who have to take and pass the APK do **NOT** have to pass this prior to finishing their degree program.

Mometrix eLibrary

The Mometrix eLibrary resource has been added to the WSU Libraries website and is free for students to utilize in preparation for OAEs. This resource includes a collection of the world's most comprehensive test preparation tool, offering study materials for over 1,500 different exams, including Ohio Assessments for Educators study guides and practice tests.

You can find this resource by viewing the Education databases at https://guides.libraries.wright.edu/az.php?s=126246 or from the Libraries' homepage at https://www.libraries.wright.edu/

Once on the homepage, click the Databases button and scroll down to Mometrix eLibrary.

Professional Opportunities
Teacher Education Honors Program
The Honors Program provides students of exceptional ability enrolled in programs in the Teacher Education Department an opportunity for creativity, self-direction, and excellence through an extended period of independent study under the guidance of interested faculty.

The Teacher Education Honors program consists of:

- Completing an honors project under the guidance of a faculty advisor
- Completion of ED 4000 (3 credit hours)
- Completion of ED 4100 (3 credit hours)
- Completion of one or more University Honors seminars (UH 4000).

The honors project may focus on any approved topic or problem related to education. The project may include reviewing literature, fieldwork, developing curriculum materials, studying classroom strategies, or any facet of education in which the student is interested. The students may do interdisciplinary work involving two or more program areas within the College of Education & Human Services, or the assistance of another department at the university. Credits earned through the Teacher Education Honors Program are considered electives and will not substitute for other program course requirements.

Students at the junior or senior level who have been admitted to the University Honors Program may apply for the Honors Program in Teacher Education if they:

- Maintain a 3.25 Grade Point Average (GPA);
- Have a 3.25 cumulative in professional education course work; **and**
- Are currently enrolled in a TED program

At the time of graduation the student must have:

1. An overall cumulative average of 3.25;
2. A cumulative average of 3.25 in professional education course work;
3. An honors project evaluated with a grade of "A" or "B"; and
4. Credit in UH 4000 with a grade of "A" or "B" may be taken at anytime before or after the project is completed

For more information about the Honors Program in Teacher Education, contact Dr. Anna Lyon (anna.lyon@wright.edu)

Reading Endorsement
Candidates seeking an endorsement in Reading must hold a teaching license. Upon successful completion of the Reading Endorsement program of study and passing licensure exams required by the state of Ohio, the holder of an Ohio Intervention Specialist K-12 teaching credential may add an endorsement in Reading K-12.

For more information, contact the Reading Endorsement program directors: Dr. Hannah Chai (hannah.chai@wright.edu) and Mrs. Lee Welz (lee.welz@wright.edu)

Additional Resources and Information
IS Cohort Communication Pilot Page
When candidates begin the IS Cohort sequence, they will be granted access to the IS Cohort Communication Pilot page. This is a helpful resource that provides information on subjects such as: OAEs, Endorsement Programs, minor programs, TED Honors, edTPA, and links to other relevant topics. Professional opportunities will be regularly posted and shared in this pilot page.

For information, contact IS Graduate Assistant at TED5@wright.edu

CEC Elementary Teacher Preparation Standards
http://caepnet.org/accreditation/caep-accreditation/caep-k-6-elementary-teacher-standards
Ohio Department of Education: http://education.ohio.gov

Record of a Concern Conference

Wright State University
CHEH Office of Student Services
www.cehs.wright.edu/studentinfo/student_services/
3640 Colonel Glenn Highway
Dayton, Ohio 45435-0001
937-775-3088

Student: _____ UID: _____

Date of Conference: _____ Program: _____

Initiator of Conference: _____

☐ Undergraduate

Faculty/Staff Present: _____

☐ Graduate

I.   Area(s) of Concern (check all items that apply; align concerns with Action Steps in Part II)

A. Conceptual Framework
☐ 1. Content Knowledge
☐ 2. Pedagogical Knowledge
☐ 3. Diversity
☐ 4. Technology
☐ 5. Professionalism
☐ 6. Emotional Intelligence

B. Professional Dispositions
☐ 1. Honesty/integrity
☐ 2. Reliability/responsibility
☐ 3. Respect for others
☐ 4. Self-improvement through
    Professional development

☐ 5. Self-awareness/knowledge of limits
☐ 6. Communication/collaboration
☐ 7. Altruism/advocacy

Explanation or description of concerns:

II.   Action Steps (observable and measureable)
A. By the date specified in each action item, the candidate will: *B. Date step was met:*

1.

1. _____

2.

2. _____

3.

3. _____

III.   Agreement

By typing in your name and UID below, you are signifying agreement with this Record of a Concern Conference. No student signature indicates refusal to accept these Action Steps. Provide Explanation in IV.

1. Teacher Candidate: _____   Date: _____

2. Initiator of Conference: _____   Date: _____

3. University Supervisor: _____   Date: _____

4. Cooperating Teacher: _____   Date: _____

IV.   Additional Information

☐ Student refuses to accept these
    Action Steps

_____   _____
Teacher Candidate Signature and UID   Date

College Policies

This Record of a Concern Conference is confidential to the faculty/administration/staff associated with the CEHS.

Continued concerns and/or failure to meet action steps may result in one or more of the following:

- o Course enrollment restriction
- o Field experience restriction
- o Professional assessment and/or counseling
- o Recommendation for dismissal from the program and/or college

Procedural Notes

1. The initiator of the Record of a Concern Conference is responsible for completing II A and II B.

2. Faculty/staff may submit a request to the Office of Student Services to find out if additional Records of a Concern Conference are on file for the same student.

3. Professional counseling may only be required <u>after</u> a licensed professional has conducted an assessment. Student required to meet with a licensed professional for assessment must sign a release form so that CEHS faculty may view the assessment results and determine if professional counseling is needed.

4. Concerns that relate to academic integrity must be submitted to the Community Standards and Student Conduct Office so that documentation on the student may be maintained.

5. The initiator of the concern conference will ensure that all members on the distribution list receive the Record of a Concern Conference at the conclusion of the meeting. A printed copy of this form must be submitted to the Office of Student Services for inclusion in the student file.

Appendix B: CEC Initial Preparation Standards

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
1.0	Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Key Elements	
1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
Initial Preparation Standard 2: Learning Environments	
2.0	Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.
Key Elements	
2.1	Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2	Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3	Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
Initial Preparation Standard 2: Learning Environments	
2.0	Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.
Key Elements	
2.1	Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2	Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3	Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
Initial Preparation Standard 3: Curricular Content Knowledge	
3.0	Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
Key Elements	
3.1	Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3.2	Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3	Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
Initial Preparation Standard 4: Assessment	
4.0	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
Key Elements	
4.1	Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2	Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3	Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4	Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
Initial Preparation Standard 5: Instructional Planning and Strategies	

5.0	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Key Elements	
5.1	Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
5.2	Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3	Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4	Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5	Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6	Beginning special education professionals teach to mastery and promote generalization of learning.
5.7	Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
Initial Preparation Standard 6: Learning and Ethical Practice	
6.0	Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
Key Elements	
6.1	Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.
6.2	Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4	Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5	Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
6.6	Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.
Initial Preparation Standard 7: Collaboration	
7.0	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
Key Elements	
7.1	Beginning special education professionals use the theory and elements of effective collaboration.
7.2	Beginning special education professionals serve as a collaborative resource to colleagues.
7.3	Beginning special education professionals use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators.

Appendix C: Teacher Education Department Academic Program Dismissal Policy

Wright State University and the Teacher Education Department ("TED") are committed to working towards the success of every educator preparation candidate. Faculty and staff aspire to ensure a positive experience for each candidate.

Despite these efforts, situations may arise in which a candidate may be dismissed from her/his/their academic program. In such instances, the candidate may re-apply to the same academic program only after being out of the program for three (3) semesters, including summer semester. Candidates will re-apply to the program via the same process as all other applicants to the program.

A candidate will be dismissed from her/his/their respective program if the University determines, in its discretion, that any of the following apply:

1. A candidate does not meet the objectives outlined in a concern conference, by the deadline(s) specified.*

2. A candidate refuses to sign a concern conference document that outlines objectives and timelines that the candidate must meet.*

3. A candidate earns a grade of 'D' or 'F' in any program course more than once. If a candidate fails a course in the program, the candidate's expected timeline for program completion will be modified accordingly such that the candidate is able to retake the course in which she/he/they earned a grade of 'D' or 'F'. If the candidate earns a grade of 'D' or 'F' for a second time, the candidate will be dismissed from the program.

4. A candidate earns a 'U' in a field experience course and is not permitted to re-apply to repeat the field experience course. See the OPFE Field Experience Removal Policy for details.

   A candidate who is dismissed from a program will not be able to complete the degree, if applicable, nor will she/he/they have the opportunity to complete the educator licensure/endorsement program, if applicable. Consequently, the candidate will not be recommended for licensure.

*A concern conference may be initiated by a candidate's faculty member/course instructor, a program director, a field supervisor, a cooperating teacher, OPFE, and/or the department Chair. A concern conference may be initiated due to academic and/or dispositional concerns. The initiator of the concern conference, along with other university representatives, will meet with the candidate to review the concerns, objectives, and timelines for meeting the objectives. The candidate is asked to sign the completed concern conference form and is provided a copy of it.

Appendix D: Policy on Time Limits for Applying for Educator Credentials

The Chancellor of the Ohio Department of Higher Education (ODHE) approves institutions of higher education and educator licensure programs for the preparation of pre-kindergarten through grade 12 educators and other school personnel. The Ohio Department of Education (ODE) reviews applications for educator licensure and issues credentials to qualified candidates. A candidate seeking an Ohio educator license or endorsement to an Ohio educator license through ODE must, as part of the application process, obtain a recommendation for licensure or endorsement from the institution of higher education where the candidate completed an educator preparation program. ODHE requires institutions of higher education that offer educator preparation programs to assure that candidates for an Ohio educator license or endorsement to an Ohio educator license meet all the current requirements of the credential for which the candidate is recommended. O.A.C. 3333-1-05.

Because ODHE requires Wright State University to assure that candidates for licensure meet all the current requirements of the credential for which he/she/they seeks recommendation, the length of time between when a candidate completes a Wright State University educator preparation program and when the candidate applies for an educator license will impact Wright State University's ability to recommend the candidate for licensure or endorsement. Wright State University created this policy in order to satisfy ODHE's directive and assure that candidates for an Ohio educator license or endorsement to an Ohio educator license meet the current licensure requirements.

Wright State University will recommend a student for an Ohio educator license or endorsement to an Ohio educator license if the student successfully completes all licensure or endorsement standards and requirements for the desired credential and completes and submits his/her/their application for the credential to ODE within 12 months of program completion.

Any candidate requesting Wright State University's recommendation of his/her/their application for licensure or endorsement more than 12 months after program completion must complete and submit to Wright State University's College of Health, Education, and Human Services Office of Student Services an "Application for Educator Credentials 12 Months or Later after Program Completion" in addition to submitting an online application to ODE. Any candidate requesting Wright State University's recommendation of his/her/their application for licensure or endorsement more than 12 months after program completion may need to retake or complete additional coursework or current assessments in order to meet the current requirements of the credential he/she/they seeks. OAC 3333-1-05(I). Any candidate requesting Wright State University's recommendation of his/her/their application for licensure or endorsement more than 12 months after program completion will not be considered for recommendation unless the candidate documents that he/she/they meets the current requirements of the credential for which he/she/they seeks recommendation.

Appendix E: TED Academic Program Dismissal Policy

Teacher Education Department
Academic Program Dismissal Policy

Wright State University and the Teacher Education Department ("TED") are committed to working towards the success of every educator preparation candidate. Faculty and staff aspire to ensure a positive experience for each candidate.

Despite these efforts, situations may arise in which a candidate may be dismissed from her/his/their academic program. In such instances, the candidate may re-apply to the same academic program only after being out of the program for three (3) semesters, including summer semester. Candidates will re-apply to the program via the same process as all other applicants to the program.

A candidate will be dismissed from her/his/their respective program if the University determines, in its discretion, that any of the following apply:

1. A candidate does not meet the objectives outlined in a concern conference, by the deadline(s) specified.*

2. A candidate refuses to sign a concern conference document that outlines objectives and timelines that the candidate must meet.*

3. A candidate earns a grade of 'D' or 'F' in any program course more than once. If a candidate fails a course in the program, the candidate's expected timeline for program completion will be modified accordingly such that the candidate is able to retake the course in which she/he/they earned a grade of 'D' or 'F'. If the candidate earns a grade of 'D' or 'F' for a second time, the candidate will be dismissed from the program.

4. A candidate earns a 'U' in a field experience course and is not permitted to re-apply to repeat the field experience course. See the OPFE Field Experience Removal Policy for details.

   A candidate who is dismissed from a program will not be able to complete the degree, if applicable, nor will she/he/they have the opportunity to complete the educator licensure/endorsement program, if applicable. Consequently, the candidate will not be recommended for licensure.

*A concern conference may be initiated by a candidate's faculty member/course instructor, a program director, a field supervisor, a cooperating teacher, OPFE, and/or the department Chair. A concern conference may be initiated due to academic and/or dispositional concerns. The initiator of the concern conference, along with other university representatives, will meet with the candidate to review the concerns, objectives, and timelines for meeting the objectives. The candidate is asked to sign the completed concern conference form and is provided a copy of it.

Appendix F: Policy on Time Limits for Educator Credentials

Policy on Time Limits for Applying for Educator Credentials

The Chancellor of the Ohio Department of Higher Education (ODHE) approves institutions of higher education and educator licensure programs for the preparation of pre-kindergarten through grade 12 educators and other school personnel. The Ohio Department of Education (ODE) reviews applications for educator licensure and issues credentials to qualified candidates. A candidate seeking an Ohio educator license or endorsement to an Ohio educator license through ODE must, as part of the application process, obtain a recommendation for licensure or endorsement from the institution of higher education where the candidate completed an educator preparation program. ODHE requires institutions of higher education that offer educator preparation programs to assure that candidates for an Ohio educator license or endorsement to an Ohio educator license meet all the current requirements of the credential for which the candidate is recommended. O.A.C. 3333-1-05.

Because ODHE requires Wright State University to assure that candidates for licensure meet all the current requirements of the credential for which he/she/they seeks recommendation, the length of time between when a candidate completes a Wright State University educator preparation program and when the candidate applies for an educator license will impact Wright State University's ability to recommend the candidate for licensure or endorsement. Wright State University created this policy in order to satisfy ODHE's directive and assure that candidates for an Ohio educator license or endorsement to an Ohio educator license meet the current licensure requirements.

Wright State University will recommend a student for an Ohio educator license or endorsement to an Ohio educator license if the student successfully completes all licensure or endorsement standards and requirements for the desired credential and completes and submits his/her/their application for the credential to ODE within 12 months of program completion.

Any candidate requesting Wright State University's recommendation of his/her/their application for licensure or endorsement more than 12 months after program completion must complete and submit to Wright State University's College of Education and Human Services Office of Student Services an "Application for Educator Credentials 12 Months or Later after Program Completion" in addition to submitting an online application to ODE. Any candidate requesting Wright State University's recommendation of his/her/their application for licensure or endorsement more than 12 months after program completion may need to retake or complete additional coursework or current assessments in order to meet the current requirements of the credential he/she/they seeks. OAC 3333-1-05(I). Any candidate requesting Wright State University's recommendation of his/her/their application for licensure or endorsement more than 12 months after program completion will not be considered for recommendation unless the candidate documents that he/she/they meets the current requirements of the credential for which he/she/they seeks recommendation.

Appendix G: Council for Exceptional Children Standards

Field and Clinical Experience Standard
Special education candidates progress through a series of developmentally sequenced field and clinical experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.

Component 1.2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.

Component 1.3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

Component 2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

Component 2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

Component 3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

Component 3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data- based Decision Making

Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Component 4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

Component 4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

Standard 5: Supporting Learning Using Effective Instruction

Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

Component 5.1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

Component 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

Component 5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

Component 5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

Component 5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

Standard 6: Supporting Social, Emotional, and Behavioral Growth

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

Component 6.1: Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.

Component 6.2: Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.

Component 6.3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

Standard 7: Collaborating with Team Members

Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

Component 7.1: Candidates utilize communication, group facilitation, and problem‑solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

Component 7.2: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

Component 7.3: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

Component 7.4: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

Appendix H: Teacher Candidate Handbook Agreement Form

By signing below, I am agreeing that I understand the requirements of the IS program as described in The IS Handbook.

Print Full Name: _____

Signature:_____

Date:_____