

Middle Childhood Education 4-9 Teacher Candidate Handbook

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Welcome

Welcome to the Middle Childhood Education program! The Middle Childhood Education (MCE) program, in the Teacher Education Department (TED) at Wright State University, 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 accordance with information provided by the college's academic advisors, the OPFE director, and the MCE program directors.

We look forward to helping you reach your professional goals in middle childhood education.

Program Overview

The MCE program leads to the Bachelor of Science in Education (B.S.Ed.) degree and eligibility for licensure to teach two content areas (language arts, mathematics, science, social studies) and reading in grades 4-9 in the state of Ohio. Below are the possible content-area combinations:

- Language Arts & Social Studies
- Language Arts & Mathematics
- Language Arts & Science
- Social Studies & Mathematics
- Social Studies & Science
- Mathematics & Science

Specific courses and assessments in the program have been included to ensure that candidates develop theoretical and practical knowledge in humanities, mathematics, social sciences, biological and physical sciences, and literacy education. The program also includes courses that promote multicultural appreciation, diversity, and global perspectives within the general education requirements.

The licensure degree program is designed so that candidates initially complete general education and content courses. As these courses are completed, candidates will apply to the MCE Undergraduate with Licensure program in Y2 Spring and begin the MCE program in Y3 Fall. Once admitted, candidates will complete four semesters of coursework, including the Reading Core courses, and field experiences.

In order to be eligible for licensure, candidates must successfully complete all program coursework and key assessments, as well as earn passing scores on the following state required Ohio teacher licensure examinations:

- Ohio Assessment for Educators (OAE) in two content areas (language arts, mathematics, science, social studies)
- Foundations of Reading OAE exam
- Assessment of Professional Knowledge: Middle Childhood (APK) – **see special note** in the Ohio Assessment for Educators section

Upon successful completion of the program coursework and the key assessments, as well as earning a passing score on all required OAEs, candidates are eligible to graduate with a B.S.Ed. and apply for a state of Ohio teaching license in Middle Childhood Education 4-9. The teaching license will identify the two content areas AND Reading, which the candidate is qualified to teach in the state of Ohio. If a candidate successfully completes all program coursework and key assessments but is not successful on the APK (or approved substitution) tests, the candidate may still be eligible to earn the B.S.Ed. degree in MCE but will not be eligible for a State of Ohio teaching license.

NOTE: Licensure and certification requirements vary from state to state. 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.

Program Expectations

In accordance with the national standards of the Council for the Accreditation of Educator Preparation (CAEP), the Association for Middle Level Educators (AMLE), and the Ohio state standards (ODE), the MCE program faculty are committed to developing high quality teacher candidates from recruitment to admission, through the progression of courses and clinical field experiences, and to program completion.

Since the development of candidate quality is the goal in all phases of the program, the MCE program reviews a number of academic and non-academic factors upon admission into the program, during the program, and at the completion of the program to determine the selection of candidates and their progression through the program. A teacher candidate may be removed from a field placement and/or the program based on dispositional and/or academic performance. The field removal policy concerning removal from field placements, is posted on the OPFE website (<https://education-human-services.wright.edu/academic-and-career-resources/partnerships-and-field-experiences>).

Program Admission

To be admitted into the MCE program, applicants must demonstrate academic achievement in the WSU Core courses, content area courses, and pre-professional core courses, and exhibit dispositions that are associated with successful and effective teaching in their field placements. **The deadline to apply to the program is January 15 of Year 2. Accepted candidates begin their cohort experience in the MCE program in Y3 Fall.** Current admission requirements are posted on the MCE program website: <https://education-human-services.wright.edu/teacher-education/bachelor-of-science-in-education-in-middle-childhood-education>

***NOTE: The Candidate Handbook Agreement (Appendix F, p.16) must be signed and submitted no later than September 1 of Y3- the beginning the MCE Program.**

Program Continuation

During the four semesters of coursework in years three and four, candidates will be a part of a cohort. The cohort approach provides several benefits, including: 1) commonly scheduled education 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.

Example Course Sequence and Schedule

An example sequence and schedule of courses is outlined below in Table 1. Note that all content area courses must be successfully completed by the end of Y3 Spring and Reading Core courses must be successfully completed in Y3 Fall (ED 4060 & ED 4080), Y3 Spring (ED 4090), and Y4 Fall (ED 4070). (**Please note that ED 4070 is offered in spring but this is ONLY for IS.*) See Appendix A for the full MCE Program of Study.

Table 1. Year 3 and Year 4 Courses

Y3 Fall			Y3 Spring		
ED 4060	Reading & Literacy I: Background	3	ED 4220	Middle Level Teaching: Principles & Practices	3
ED 4080	Phonics & Word Study Instruction	3	ED 4090	Diagnosis/Assessment of Reading	3
Content Area	Take 3 content area courses (LA, Math, Sci, SS)	9-12	Content Area	Take 3 concentration courses (LA, Math, Sci, SS)	9-12
		15-18			15-18
Y4 Fall			Y4 Spring		
ED 4310	MCE Internship Part I: Methods	1	ED 4410	MCE Internship Phase II: Student Teaching	9
ED 4180	Assessment for Middle Level Educators	3	ED 4420	Middle Childhood Professional Seminar	3
ED 4590	Classroom Management & Organization	3	EDS 4670	Collaboration for Inclusion (<i>*May be taken in Y3 Spring if schedule allows</i>)	3
ED 4070	Reading and Literacy II	3			
Methods Courses	Choose 2: ED 4330 SS; ED 4340 LA; ED 4360 Science; ED 4370 Math	6			
		16			15

- Specific courses within the MCE program may require candidates to meet off campus and participate in diverse P-12 school experiences as a part of course requirements. This is *in addition* to the field placements assigned by OPFE. These experiences may be embedded within courses to promote collaborative experiences, professional growth, authentic practice, and deeper reflection by candidates. Candidates will be responsible for transportation to Dayton metro area schools in order to successfully meet the course requirements.
- On the rare occasion that courses are co-offered between Dayton and Lake Campus, candidates may be required to travel between campuses for some of the MCE cohort courses.

Coursework Grades

Candidates must earn and **maintain a cumulative GPA of 2.6 or higher** to remain in the cohort and progress to the next semester. Candidates must earn grades of “C” or better in all MCE courses to progress to the next semester and earn a passing score (P), for all field experiences. If the candidate earns below a 2.6 GPA and/or any letter grade below “C” in any MCE course, the MCE program committee will review 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.

Additionally, please note that if the candidate does not receive passing scores on the two content OAEs and the Foundation of Reading OAE by the end of Y4 Fall, the candidate may not continue on to student teaching (ED 4410) and Professional Seminar (ED 4420).

Candidates’ course grades, key assessment scores, and demonstration of professional behavior and dispositions will be reviewed by the MCE program committee throughout the program and at the end of each semester.

**Note: If a candidate does not pass an education course with a C or better or demonstrates a lack of professionalism, s/he/they will be required to repeat the course and may be asked to participate in a formal concern conference (see Appendix C), set academic and/or dispositional action steps, and address the issue(s) before moving forward in the program, or be removed from the program.*

Key Assessments

In multiple courses throughout the program, candidates are required to successfully complete key assessment assignments. Each key assessment aligns with courses throughout the MCE program and consists of state and/or national standards determined by various accreditation organizations (see Appendix B).

If a candidate does not pass a key assessment or demonstrates a lack of professionalism, s/he/they may be required to participate in a formal concern conference (see Appendix C), set academic and/or dispositional action steps, and address the issue(s) before moving on in the program. The MCE 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 issue(s) of concern.

Ohio Assessment for Educators

The MCE program requires that candidates pass the Ohio Assessment for Educators (OAE) teacher licensure examinations for two content areas and the Foundations of Reading OAE exam. The OAE is an ODE licensure requirement and candidates must successfully earn passing scores on all state required OAE teacher licensure examinations in order to be recommended for licensure for the state of Ohio:

Content and Reading Assessment REQUIREMENTS: OAEs	Pedagogical Content Knowledge REQUIREMENT: edTPA (APK if edTPA does not meet minimum requirement)
<ul style="list-style-type: none"> • Content and Reading OAEs are required in order for candidates to move on to Student Teaching • OAE assessments in two content areas (language arts 028, mathematics 030, science 029, social studies 031) 	<ul style="list-style-type: none"> • edTPA is a program requirement and must be completed and submitted in the MCE Seminar course (ED 4420), which is taken in conjunction with Student Teaching (ED 4410). • Candidates who score a minimum of 37 on their

<ul style="list-style-type: none"> ○ Candidates MUST pass the OAE in the two content areas prior to student teaching (ED 4410). ○ OAE assessments must be taken no later than November 10, prior to student teaching semester. <i>It is recommended that candidates take the test in the summer to Y4 early fall.</i> ○ One must wait a minimum of 30 days between test attempts. ● Foundations of Reading (090) OAE assessment <ul style="list-style-type: none"> ○ Candidates MUST pass the Foundation of Reading OAE prior to student teaching (ED 4410). ○ OAE assessments must be taken no later than November 10, prior to student teaching semester. <i>It is recommended that candidates take the test in the summer to Y4 early fall.</i> ○ One must wait a minimum of 30 days between test attempts. 	<p>edTPA do NOT have to take the Ohio Assessment of Professional Knowledge (APK). The Ohio Department of Education (ODE) will accept your edTPA score of 37 (or higher) in lieu of the APK test.</p> <ul style="list-style-type: none"> ● Candidates who do NOT attain the necessary edTPA score of 37 must pass the Assessment of Professional Knowledge: Middle Childhood (APK 002). <ul style="list-style-type: none"> ○ This is not a program requirement; <u>however, it is</u> required for licensure for candidates who do not attain passing edTPA scores. So, you can graduate from the program, but you will not be recommended for licensure until you pass it. ○ One must wait a minimum of 30 days between test attempts.
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***Again, note that any candidate who does not pass all program required OAEs (the left column Content and Reading OAEs) will not be permitted to move on to ED 4410 MCE Internship II: Student Teaching and ED 4420 MCE Professional Seminar.**

OAE Study Tools and Resources

Mometrix

Free Mometrix study tool resources for each content area OAE (LA, math, science, & social studies), Foundations of Reading, and Assessment of Professional Knowledge (APK): <https://guides.libraries.wright.edu/az.php?s=126246>
You can also access Mometrix from the WSU Libraries' homepage:

- <https://www.libraries.wright.edu/>
- click the Databases button
- scroll down to Mometrix eLibrary

240 Tutoring

You have the opportunity to utilize 240 Tutoring at a 50% discount – only \$20 a month for WSU candidates!

<https://answers.240tutoring.com/navigating-the-240-tutoring-program>

To utilize 240 Tutoring, you will need to email Lee Welz (Dayton Campus) @ lee.welz@wright.edu **OR** Betsy Crites (Lake Campus) @ betsy.crites@wright.edu. You will be emailed an invite link via email. **Please look for an email from invites@240tutoring.com because it may go to your Spam folder.*

Disposition Checks

Candidates must receive acceptable ratings on all dispositional checks throughout the program to continue and successfully complete the MCE 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 formally assessed throughout the program on the Candidate Disposition Inventory (CDI) by course faculty, cooperating teachers, and field placement supervisors. If a candidate receives one or more dispositional concerns, the MCE program committee will review documentation and either:

1. permit the teacher candidate to proceed in the program with appropriate professional development strategies as identified in the Concern Conference meeting, **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 and ED 2750. It is highly recommended that candidates take the course pairing of ED 2600 with ED 2650 AND ED 2700 with ED 2750. *Candidates may choose to take ED 2750 in Y3 Fall if necessary, e.g., transfer students.*

We strive to place candidates in schools with a wide range of demographics, cultures, and grade levels (4-9) in the two chosen content areas for a total of three settings:

- ED 2650 Field Experience I (Phase 1-Part 1)
- ED 2750 Field Experience II (Phase 1-Part 2)
- ED 4310 Internship Part I: Methods (Phase 2)
- ED 4410 Internship Part II: Student Teaching (Phase 3)

In order to provide candidates with a year-long experience in Y4 (fall and spring), ED 4310 and ED 4410 will be at the same school site. ****Note that in order to continue on to ED 4410 Student Teaching, candidates must pass their two content OAE and the Foundation of Reading OAE. Candidates will not be permitted to continue on to ED 4410 Student Teaching if the OAE requirement is not met.***

The following behaviors and/or dispositions may potentially damage relationships between schools, districts, communities, and the university and may result in failing courses and the potential 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.
- The candidate is unable to connect and collaborate with diverse middle-level learners, teachers, families, and/or communities.
- The candidate is sharing or discussing information with others that is confidential or harmful to middle-level learners, teachers, schools, communities, and/or the university.
- The candidate cannot resolve a problem or issue related to coursework.
- The candidate is unable to exhibit professional dispositions needed for the teaching profession, and as such is not able to successfully complete a course and/or the program.

edTPA

The education Teacher Performance Assessment (edTPA) is a rigorous summative, portfolio-based assessment of teaching performance completed during a preparation program within a clinical field experience. 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 required to meet the needs of today's diverse learners.

At WSU, all initial licensure teacher candidates must complete edTPA during their student teaching experience in their final semester. edTPA will be implemented in ED 4410 Internship II: Student Teaching as a part of ED 4420 MCE Professional Seminar. The MCE program and courses guide and prepare candidates for successful completion of edTPA.

Why does the MCE 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 an effective beginning teacher.
- It is used by more than 600 teacher preparation programs in approximately 40 states.
- edTPA provides preparation for other performance-based portfolio assessments candidates may experience in their teaching career, such as Ohio's Resident Educator Summative Assessment (RESA)

and the Ohio Teacher Evaluation System (OTES).

- edTPA asks candidates to thoughtfully and reflectively demonstrate their ability to 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
- Support their students' strengths and needs
- Engage real students in ambitious learning
- Analyze whether their students are learning using assessment data
- Adjust their instruction to become more effective.

Teacher candidates submit unedited video recordings of themselves while teaching in a real classroom as part of a portfolio that is scored by highly trained educators. They also submit student work samples with feedback, multiple lesson plans, assessments, plans for differentiation and remediation, and thoughtful analysis of the process.

The edTPA is scored by teachers and teacher educators with subject-area and grade-level expertise, and experience with mentoring, teaching, and/or supervising teachers. All training material for scoring 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 a \$300.00 fee for the cost of scoring, and candidates are responsible for paying any costs associated with the edTPA, including the cost of scoring. This fee is currently attached to the MCE Professional Seminar course (ED 4420).

At this time, the MCE edTPA passing score is 37 or higher (based on the state requirement). Candidates must pass this assessment in order to complete the program, graduate, and apply for an Ohio Middle Childhood teaching license. Any candidate who does not meet the passing score will be required to have a remediation meeting, complete additional work, and take and pass the OAE Assessment of Pedagogical Knowledge (APK).

Professionalism/Concern Conferences

Candidates are responsible for their own behaviors and decisions. Program faculty and staff have a formal system in place for candidates who exhibit academic or dispositional issues of concern. Faculty or staff members, instructors, advisors, supervisors, or school personnel can request formal concern conferences of candidates. Concerns may include those related to, but not limited to, the following: the candidate's attitude, lack of academic progress or success, dispositions, or behavior inhibiting her/his/their professional effectiveness in a course, on a key assessment assignment, or in a field placement. The candidate will be required to participate in a formal concern conference about the concern(s), during which academic and/or dispositional action steps will be given. 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 become a part of the candidate's academic file (see Appendix C: Concern Conference form).

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, she/he/they will be removed from the program. Please see [Appendix D: TED Academic Program Dismissal Policy](#) (p. 11).

Course Content Permission and Appropriate Use of Technology, Electronic Communications, & Social Media

Candidates shall always use technology, electronic communications, and social media in a responsible and professional manner. Images, texts, and all modes of communication convey professionalism, and promote appropriate communication with colleagues, peers, instructors, and students.

The information contained in course presentations (PowerPoint slides, class notes, photos/videos, etc.) is restricted to authorized participants registered for the course. The information contained in course presentations may not be distributed or disclosed in any manner to anyone who is not participating in the course. Such disclosure includes sharing or posting course presentations (or any class materials) to a public, organizational, or non-secure website or other public repository or network drive. If you are recording the course/class in some way, you do not have permission to share your recording or course materials outside of the course/class without the permission of the instructor (modified from an excerpt of the edTPA training manual and the Licensure Code of Conduct).

Program Completion

MCE Degree with Licensure

Upon successful completion of the program coursework and assessments, as well as earning passing scores on the state required teacher licensure examinations, candidates are eligible to graduate and apply for the state of Ohio teaching license in Middle Childhood Education (4-9) in two content areas and reading.

To graduate with a Bachelor of Science in Education (B.S.Ed.) degree, candidates must successfully complete all requirements in the Middle Childhood Education (MCE) program. A candidate who is unable to complete any program requirement successfully, will not be able to graduate with this degree, nor will she/he/they be recommended for licensure.

In order to be recommended for licensure, candidates must demonstrate they: 1) have achieved the required content knowledge in two content areas and reading, 2) can teach effectively while making a positive impact on middle level learners' learning and development, and 3) understand the expectations of the teaching profession, including the Ohio Code of Ethics, the Ohio Standards for the Teaching Profession, the Ohio Learning Standards, and competency with the Ohio Reading Core.

The Ohio Department of Education (ODE) reviews applications for educator licensure and grants licensure to qualified candidates. As part of the application process, candidates seeking an Ohio educator license through ODE must obtain a recommendation for licensure from the institution of higher education at which she/he/they completed an educator preparation program. The Ohio Department of Higher Education (ODHE) requires institutions that offer educator preparation programs to ensure that Ohio educator licensure candidates meet all current credential requirements (O.A.C. 3333-1-05). Candidates who successfully complete the MCE program requirements will earn their B.S.Ed. degree and be recommended for an Ohio middle-level teaching license. Candidates who do not successfully complete the MCE program requirements will neither earn the B.S.Ed. degree, nor be recommended for an Ohio middle childhood teaching license.

Professional Opportunities

Ohio Middle Level Association

The Ohio Middle Level Association (OMLA) promotes a middle-leveled, child-centered focus by developing programs and activities that nurture the social, emotional, intellectual, and physical well-being of the young adolescent. Candidates in the MCE program are encouraged to join the program directors and course instructors at the annual OMLA Conference. This is an opportunity to develop as professionals through interaction with hundreds of middle-level educators and administrators. Candidates will have opportunities to attend presentations focused on content area instruction, the latest educational research, and innovative ideas for the classroom developed by teachers, authors, and other experts in the field of middle-level education. For more information regarding OMLA, contact MCE Instructor: Ms. Lorrie Kubaszewski (lorrie.kubaszewski@wright.edu) or one of the MCE program directors: Mrs. Lee Welz (lee.welz@wright.edu) and Dr. Hannah Chai (hannah.chai@wright.edu).

Teacher Education Honors Program

The Honors Program provides students of exceptional ability enrolled in TED programs 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, 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
4. a grade of "A" or "B"; and
5. Credit in UH 4000 with a grade of "A" or "B" may be taken at anytime before or after the project is completed

Appendix A: MCE Academic Program of Study

College	College of Education and Human Services
Department	Teacher Education
Degree and Title	B.S.Ed., Middle Childhood Education
Concentration, Track, Option, Specialization	English Language Arts, Mathematics, Science, Social Studies (The student chooses 2 concentrations)

Wright State Core	
<u>Element 1: Communication (6cr)</u>	
ENG 1100 Academic Reading and Writing	
ENG 2100 Research, Writing, and Argumentation	
<u>Element 2: Mathematics (4cr)</u>	
MTH 2435 Mathematics Concepts for Teachers II (4cr)	
<u>Element 3: Global Awareness (3cr)</u>	
ED 2600 Introduction to Education	
Choose ONE:	
HST 1100 Western Civilizations to 1500	
HST 1200 The West and the World since 1500	
<u>Element 4: Arts and Humanities (3cr)</u>	
<i>Choose one: Select any</i>	
<u>Element 5: Social Science (6cr)</u>	
ED 2700 Introduction to Educational Psychology	
EDS 2900 Individuals with Exceptionalities	
<u>Element 6: Natural Science (8cr)</u>	
BIO 3450 Concepts in Biology I (4)	
EES 3450 Concepts in Earth Science I (4)	
<u>Additional Core Classes (6-6.5cr)</u>	
ED 2100 Education in a Democracy	
Choose ONE: Select based on concentrations	
<ul style="list-style-type: none"> • Science: Additional course (3.5) <i>*Choose if Sci/SS, Sci/Math, Sci/LA</i> CHM 2450 Concepts in Chemistry OR PHY 2460 Concepts in Physics • SS: PLS 2120 American National Government (3) <i>*Choose if SS/LA or SS/Math</i> • LA: COM 1010 – Essentials of Public Address (3) <i>*Choose if LA/Math</i> 	
Pre-Professional Core	
ED 1100 Introduction to Middle Childhood Education	
ED 2800 Cultural Humility for Working with Youth	
MTH 2415 Mathematics Concepts for Teachers I (4cr)	
Professional Core (required for ALL content area concentrations)	
ED 4060 Reading & Literacy I: Background and Foundations	
ED 4070 Reading & Literacy II: Content Literacy Tools	
ED 4080 Phonics and Word Study Instruction	
ED 4090 Literacy Assessment & Intervention	
ED 4180 Assessment for Middle Childhood Education	

ED 4220 Middle Level Teaching: Principles, Practices, and Learning
ED 4420 Professional Seminar: Middle Childhood Education
ED 4590 Classroom Management and Organization
EDS 4670 Collaboration for Inclusion
ENG 4770 ESL in Pre-K-12 Class
Practicum Experiences
ED 2650 Field Experience I: Introduction to Education
ED 2750 Field Experience II: Introduction to Educational Psychology
ED 4310 MCE Internship Part I: Methods
ED 4410 MCE Internship Part II: Student Teaching
Concentration Core (Choose two areas)
Language Arts
ED 3700 Communication Arts for Educators
ED 4340 Language Arts Methods for Middle Childhood Education
Choose FOUR: Choose any four ENG 3000-4000 level course
*NOTE Recommendation List:
ENG 3520 Writing Pedagogy for Integrated Lang Arts
ENG 3530 Young Adult Literature
ENG 3540 Multigenre Writing
ENG 3560 Writing Workshop
ENG 3570 Reading Workshop
Mathematics
ED 4370 Mathematics Methods for Middle Childhood Education
MTH 3430 Algebra & Functions: Middle School Teachers (4)
MTH 3450 Geometry: Middle School Teachers
MTH 3480 Concepts in Calculus: Middle School Teachers
MTH 4460 Problem Solving & Mathematical Modeling for Middle School Teachers (4)
STT 3420 Probability and Statistics for Middle School Teachers
Science
ED 4360 Science Methods for Middle Childhood Education
Choose the final science course not selected in Additional Core: CHM 2450 Concepts in Chemistry OR PHY 2460 Concepts in Physics (3.5)
Choose THREE:
BIO 3460 Concepts in Biology II (4cr)
CHM 3460 Concepts in Chemistry II (4cr)
EES 3460 Concepts in Earth Science II (4cr)
PHY 3460 Concepts & Applications in Physics II (4cr)
Social Studies
ED 4330 Social Studies Methods for Middle Childhood Education
HST 2110 American History to 1877
HST 2120 American History since 1877
HST 3650 Ohio History
Choose TWO:
PLS 2120 American National Government **NOTE: Required if not taken as Additional Core – applies ONLY for SS & Science
EC 2000 Economic Life
EC 2100 Economics of State and Society
EC 2900 Global, Economics, Business, and Social Issues
GEO 2100 Physical Geography
GEO 2200 Human Geography
GEO 3300 World and Regional Geography
PLS 3020 Introduction to Comparative Politics
PLS 3220 State Governance
PLS 3310 Political Parties
PLS 3370 Legislative Process
PLS 3420 Civil Liberties I: First Amendment
PLS 4210 American Constitutional Politics

Appendix B: Alphabet Soup of Standards and Accreditation Bodies

To maintain state of Ohio approval, the MCE program must demonstrate that it meets ALL of the following standards and requirements for the state of Ohio (ODE: <http://education.ohio.gov>):

1. Association of Middle Level Education Standards for Middle Level educators (AMLE, 2012-2021): <http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx>
2. Content knowledge to cover the following assessments Ohio Assessment for Educators (OAE): <http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Licensure/Prepare-for-Certificate-License/Educator-Licensure-Examinations/Educator-Licensure-Testing-Requirements.pdf.aspx>
 - a) Two of the following Ohio Content Assessment for Educators (Content OAE): English/Language Arts, Mathematics, Science, Social Studies
 - b) Ohio Assessment for Educators: Foundations of Reading
 - c) Ohio Assessment for Educators: Assessment of Professional Knowledge (APK)
3. Content Area Standards:
 - **Language Arts:** National Council of Teachers of English (NCTE, 2012). <https://ncte.org/resources/standards/ncte-ira-standards-for-the-english-language-arts/>
 - **Mathematics:** National Council for Teachers of Mathematics (NCTM, 2020). <https://www.nctm.org/Standards-and-Positions/CAEP-Standards/>
 - **Science:** National Science Education (NSE, 1996) / Next Generation Science (NGS, 2013). <https://www.nextgenscience.org/>
 - **Social Studies:** National Council for the Social Studies (NCSS, 2019). <https://www.socialstudies.org/standards/national-standards-preparation-social-studies-teachers>
4. Council for the Accreditation of Educator Preparation Accreditation Standards - national accreditation by CAEP is required by the state of Ohio, which includes multiple key assessments and dispositions checks: <http://www.caepnet.org/standards/introduction>
5. The Council for Exceptional Children (CEC, 2015): <https://www.cec.sped.org/Standards>
6. The International Dyslexia Association Knowledge & Practice Standards for Teachers of Reading (IDA, 2010): <https://app.box.com/s/k77gltlwlwqawgdbdywjjwehzoalpah2>
7. International Society for Technology in Education (ISTE): <https://www.iste.org/standards/for-educators>
8. Interstate Teacher Assessment and Support Consortium (InTASC): http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_and_Learning_Progressions_for_Teachers_10.html
9. State of Ohio Educator Standards - The Ohio Standards for the Teaching Profession (OSTP Standards): https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Rev_TeachingProfession_aug10.pdf
10. Ohio Department of Education (ODE): <http://education.ohio.gov>
11. State of Ohio Learning Standards - Ohio Learning Standards (OLS): <http://education.ohio.gov/Topics/Ohios-Learning-Standards>
12. State of Ohio Reading Core requirement: 4-course/12-semester hour sequence for reading aligned to the 12-hour Ohio Reading and Literacy Core Competencies (12h-ORLCC, 2018): https://www.ohiohighered.org/content/ohio_educator_licensure_programs_standards_requirements_chart
13. Ohio Preparation Requirements - Ohio Program Requirements for all of the following components: <https://www.ohiohighered.org/education-programs/standards-requirements#MCE>
 - a) Resident Educator License
 - b) Ohio School Operating Standards (OAC Chapter 3301-35)
 - c) Ohio Value-Added Progress Dimension
 - d) Ohio Teacher Evaluation System
 - e) Ohio Standards for Professional Development
 - f) Preparation in Effective Methods of Instruction for Individuals with Dyslexia
 - g) Opioid Education
 - h) Alignment to the Core Administrative Requirements
14. Ohio Transfer Policy and Education Transfer Assurance Guides (TAGS)

Appendix C: Concern Conference Form



Record of a Concern Conference

Wright State University
Office of Student Services
3640 Colonel Glenn Highway
Dayton, Ohio 45435-0001
937-775-3088

Student: _____ UID: _____
Date of Conference: _____ Program: _____
Initiator of Conference: _____
Faculty/Staff Present: _____
☐ Undergraduate
☐ 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 measurable)

A. By the date specified in each action item, the candidate will:

1. _____
2. _____
3. _____
4. _____

B. Date step was met:

1. _____
2. _____
3. _____
4. _____

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. Program Director; Department Chair; University Supervisor; &/or Cooperating Teacher: _____ Date: _____

IV. Additional Information

☐ Student refuses to accept these Action Steps _____ Teacher Candidate Signature and UID _____ Date _____

Distribution: Student; Initiator of Conference; Faculty/Administration/Staff Present; Program Advisor; Department Chair, Office of Student Services

College Policies

- This Record of a Concern Conference is confidential to the faculty/administration/staff associated with the concern conference.
- Continued concerns and/or failure to meet action steps may result in one or more of the following:
 - Course enrollment restriction
 - Field experience restriction
 - Professional assessment and/or counseling
 - 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 after a licensed professional has conducted an assessment. Student required to meet with a licensed professional for assessment must sign a release form so that faculty and staff 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.

Distribution: Student; Initiator of Conference; Faculty/Administration/Staff Present; Program Advisor; Department Chair, Office of Student Services

Appendix D: 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.

*NOTE: 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 E: 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 F: Teacher Candidate Handbook Agreement Form

By signing below, I acknowledge and agree to the requirements set forth by the Middle Childhood Education program, as described in The MCE Handbook.

UID: _____

Print Full Name: _____

Signature: _____

Date: _____

If you are a student at the **Dayton Campus**, please SIGN and SEND this Agreement Form to lee.welz@wright.edu & hannah.chai@wright.edu no later than September 1.

If you are a student at the **Lake Campus**, please SIGN and SEND this Agreement Form to betsy.crites@wright.edu no later than September 1.

Sign the Document via ONE of the following methods:

1. Print and sign the hard copy of the signature page of the MCE Handbook: Agreement Form
- OR**
2. E-sign the electronic copy of the signature page of the MCE Handbook: Agreement Form.

Electronic Submission: Submit a signed page via ONE of the following steps

Dayton Campus: Mail a hard copy of the signed Agreement Form to:
Wright State University
Teacher Education Department
Attn. Lee Welz, 329 Allyn Hall
3640 Colonel Glenn Hwy
Dayton, OH 45435

Lake Campus: Mail a hard copy of the signed Agreement Form to:
Wright State University, Lake Campus
Attn. Betsy Crites, Dwyer Hall 230D
7600 Lake Campus Drive
Celina, OH 45822

OR

Create a **PDF** of the e-signed signature page and send it to lee.welz@wright.edu and hannah.chai@wright.edu (Dayton Campus) **OR** betsy.crites@wright.edu (Lake Campus)

OR

Scan the signed hard copy document and email it to lee.welz@wright.edu and hannah.chai@wright.edu (Dayton Campus) **OR** betsy.crites@wright.edu (Lake Campus)

- a. How to scan a hard copy via iPhone/iPad
 - <https://support.apple.com/en-us/HT210336>
- b. How to scan a hard copy via Android
 - <https://support.google.com/drive/answer/3145835?co=GENIE.Platform%3DAndroid&hl=en>
 - <https://www.youtube.com/watch?v=uMmotfLwLZo>

Field Code Changed