

**EDUCATIONAL LEADERS**



# **TEACHER EDUCATION**

## **Student Handbook**

of

**HIRAM COLLEGE**

Hiram, Ohio

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## **Hiram College Conceptual Framework**

### **Preparing Intellectually Alive, Socially Responsible, Ethically Grounded Educational Leaders**

#### **The Vision and Mission of the Department of Education**

**Mission Statement:** The mission of the Department of Education at Hiram College is to prepare intellectually alive, socially responsible, ethically grounded educational leaders.

Since the founding of Hiram College in 1850, students have joined this learning community to be prepared as teachers within the liberal arts tradition. This tradition prepares teachers to think well and with discipline. This tradition, grounded in the understanding that knowledge is interrelated and interdisciplinary, prepares teachers to be keen and critical observers of how the world works—seeing issues, alternatives, solutions and aspects of life that more narrowly trained minds do not. These skills, combined with knowledge in a subject and in the art and science of teaching, are essential to the preparation of teachers ready to serve as educational leaders.

**Vision Statement:** Honoring our historical tradition of preparing students to serve the world, our mission is guided by a vision of teacher preparation and classroom practices rooted in democratic values and ideals. We believe that educational leaders must be agents of change who recognize the social purpose of teaching and who act on the potential of education to transform society. We envision classrooms served by teachers who value diversity and who recognize that acting on the belief that all students can learn is an ethical stance, a commitment to social justice. They recognize the potential of knowledge and intellectual skills to empower students and families. These teachers understand the interconnections between broader political, social and ideological issues and the power relations that exist in schools, and they reflect on their own practice in terms of their social and ethical implications.

#### **The Unit's Philosophy**

The philosophical foundations of our conceptual framework emanate from the tenets of social reconstructivist and progressive critical theories. Our belief in the centrality of democratic values and ideals to teacher preparation and classroom practices is supported by the work of many educational researchers (e.g., Apple & Beane, 1995; Bastian, Fruchter, Gittell, Greer & Haskins, 1985; Beyer, 1996; Kreisberg, 1992; Ross & Yeager, 1999; Wood, 1984). By providing all students with equal access to educational opportunities, teachers play a “critical role in the socialization of students to democratic ideals and moral justice” (Goodlad, 1990, 1994). We believe that prospective teachers must recognize the interconnections between schools and society, including an awareness of the social inequalities perpetuated by schools; however, prospective teachers need to believe in their ability to promote social justice by reconstructing current educational practices, and they need to believe in the potential of schools to serve as sites for social transformation. “Prospective teachers need to be guided by what we might call ‘the practice of possibility’ as they create opportunities to consider future school practices” (Beyer, 2001).

### The Unit's Purpose

Our purpose is to prepare teachers to enter P-12 schools, ready to serve as intellectually alive, socially responsible, ethically grounded educational leaders. These teachers are culturally responsive educators who set rigorous standards for student learning; who believe in the potential of all students to achieve high standards for learning; and who are committed to equity.

### The Unit's Professional Commitments and Dispositions

The Department of Education has established three goals and nine institutional standards that guide our preparation of prospective teachers. These goals and standards represent the professional commitments and dispositions of both teacher education faculty and teacher-candidates.

## **Hiram College Standards for Teacher-Candidates**

### **Goal 1: The educational leader is intellectually alive and demonstrates:**

#### Standard 1: Commitment to professional competence

*The candidate understands the major concepts, assumptions, debates, processes of inquiry, and ways of knowing central to his or her discipline and demonstrates unwavering commitment to the pursuit of learning.*

#### Standard 2: Commitment to effective pedagogy

*The candidate applies theory to practice, creating learning experiences that are meaningful for all students.*

#### Standard 3: Commitment to reflective practice

*The candidate thinks systematically about his/her practice and learns from experience.*

### **Goal 2: The educational leader is socially responsible and demonstrates:**

#### Standard 4: Commitment to a vision of a just society based on democratic ideals

*The candidate understands the connections between broader political, social, and ideological issues, the power relations that exist in schools, and classroom dynamics, and empowers students with the knowledge and intellectual tools necessary to act as change agents.*

#### Standard 5: Commitment to advocacy for children and adolescents

*The candidate is concerned with all aspects of a child's well-being and demonstrates the moral courage to advocate for children and adolescents in the face of opposition.*

#### Standard 6: Commitment to accountability and responsible stewardship of schools

*The candidate assumes personal responsibility for student learning and collaborates with other stakeholders to improve learning opportunities for all students.*

### **Goal 3: The educational leader is ethically grounded and demonstrates:**

#### Standard 7: Commitment to pedagogical nurturing

*The candidate develops honest, caring, and fair relationships with students and creates a learning environment in which individual differences are respected.*

#### Standard 8: Commitment to equitable access to knowledge

The candidate acts on the belief that all students can learn, assessing individual and group performance and designing developmentally appropriate learning opportunities for diverse students.

#### Standard 9: Commitment to efficacious practice

*The candidate approaches teaching and solving problems in innovative and creative ways, demonstrating motivation and sustained effort in helping all students achieve success.*

## POLICIES AND PROCEDURES FOR TEACHER EDUCATION

The following procedures have been established for admission to the teacher education program, retention in the teacher education program, approval for student teaching, and completion of student teaching and recommendation for licensure in an effort to ensure that only competent, fully qualified Hiram College students receive licensure to teach from Ohio's State Department of Education.

### **Initiating Admission to Teacher Education:**

Students make application to the teacher education program during their enrollment in *Education 601: Teacher Licensure Policies and Procedures*. As part of the requirements for successful completion of this course, the student will:

- I. Complete an application for admission to the teacher education program;
- II. Declare an area of licensure with the Education Department;  
(By the end of the sophomore year, the student should also declare a major applicable to their licensure area with the college registrar.)
  - A. Early Childhood License (grades PreK-3, ages 3-8) (Major—Education)  
This license is valid for teaching children who are typically developing, at risk, gifted, and who have mild/moderate educational needs.
  - B. Middle Childhood License (grades 4-9, ages 8-14) (Major—Education)  
The middle childhood teacher education program includes preparation in areas of concentration in at least two of the following:
    - Reading and Language Arts
    - Mathematics
    - Science
    - Social Studies
  - C. Adolescent to Young Adult Licenses (grades 7-12, ages 12-21) (Major—see chart)

<b>License</b>	<b>Major</b>
Integrated Language Arts	Integrated Language Arts
Integrated Mathematics	Mathematics
Integrated Social Studies	Integrated Social Studies
Life Sciences	Biology
Integrated Science	Science
Life Sciences/Chemistry	Science
Life Sciences/Physics	Science
Physical Sciences	Science

- D. Multi-age License, (grades PreK-12, ages 3-21) (Major—see chart)

License	Major
Drama/Theater	Theater
Music	Music
Visual Arts	Art
French	French
Spanish	Spanish

- III. Meet with a faculty advisor in the Education Department to plan a schedule of coursework that meets licensure requirements. Students seeking Adolescent/Young Adult or Multi-Age licensure should also meet with an advisor in their major department.

**Gateway I: Admission to the Program:**

After the applicant's successful completion of Education 601, the applicant's qualifications for admission to the program are brought to the Education Department with a recommendation for action. The department grants or denies admission based on the following requirements:

- I. Praxis I scores (mathematics, reading, writing) or ACT/SAT scores
  - A. Students must demonstrate written communication skills in one of the following ways:
    1. ACT English (21 minimum) **and** ACT Reading (21 minimum)
    2. SAT Verbal (500 minimum)
    3. Praxis I Writing (172 minimum) **and** Praxis I Reading (173 minimum)
  - B. Students must demonstrate mathematical skills in one of the following ways:
    1. ACT Mathematics (21 minimum)
    2. SAT Mathematics (500 minimum)
    3. Praxis I Mathematics (172 minimum)
    4. Hiram College mathematics placement test (4 minimum)
- II. Admission Portfolio: Reflective Essay (written during Education 601)
- III. Admission Portfolio: Disposition Self-Assessment (completed during Education 601)
- IV. Admission Interview (completed during Education 601)
- V. Grade point averages: Achievement of a 3.0 grade point average in each of the following areas:
  - A. Cumulative grade point average
  - B. Profession education grade point average (based upon successful completion of at least one of the following courses: Education 203, 231 or 324)
  - C. Content area grade point average/s (for middle school areas of concentration, adolescent/young adult licensure, or multi-age licensure content area coursework)

## VI. BCI Clearance

Fingerprinting is an Ohio Department of Education requirement necessary for recommendation for all licensure programs. BCI clearance only is required for candidates who have resided in Ohio for the past five consecutive years. BCI and FBI clearance are required for candidates who have resided outside of Ohio during the past five consecutive years.

The applicant is notified in writing of the Education Department's decision. The applications of applicants who have been denied admission to the program will be reconsidered each term until the required qualifications are met or until the applicant notifies the department that he or she is no longer seeking admission to the program.

### **Retention in the Teacher Education Program**

Once admitted to the teacher education program, candidates must successfully pass through three additional gateways and continue to demonstrate:

1. Satisfactory progress toward required knowledge, skills, and dispositions;
2. Maintenance of a minimum grade point average of 3.0 in all required areas (cumulative, professional education, and content area/s)

Each term the Education Department evaluates each candidate's progress and notifies in writing each candidate of his or her status in the program. If the candidate's progress is satisfactory, he or she is retained in the program. If the candidate's progress is unsatisfactory, he or she is either placed on an intervention plan or denied continuance in the program. Termination of the candidate's continuance in the program indicates that the candidate has not made satisfactory progress toward required knowledge, skills, and dispositions and it would be in the candidate's best interest not to pursue teacher licensure. Students denied continuance may apply for readmission to the teacher education program when they can provide evidence that unmet qualifications have been satisfactorily met.

### **Gateway II: Admission to Methods Blocks:**

In order to proceed successfully through Gateway II and register for professional education methods blocks, the candidate must have been admitted to the teacher education program and must satisfy the following requirements:

- I. Education 231 Instructor Evaluation  
The candidate must receive a rating of "2" or higher for each required proficiency, indicating satisfactory progress toward required knowledge, skills, and dispositions.
- II. Dispositions Self-Assessment (completed during Education 231)
- III. Grade point average of at least 3.0 in all required areas (cumulative, professional education, and content area/s)

Candidates are not permitted to progress from one methods course to another with an incomplete in a required professional education course.

### **Gateway III: Approval for Student Teaching:**

An application for approval for student teaching must be filed at the beginning of the semester prior to student teaching. This application is designed to identify those students who are planning to student teach in order to: 1) determine a student's competency for student teaching; and 2) provide sufficient time for making an appropriate student teaching placement in a school. In order to proceed successfully through Gateway III and be approved for student teaching, the candidate must satisfy the following requirements:

- I. Developmental Portfolio  
The candidate must score high enough to maintain a 3.0 professional education grade point average, indicating satisfactory progress toward all required knowledge, skills, and dispositions.
- II. Dispositions Self-Assessment (completed during methods courses)
- III. Teacher Work Sample  
The candidate must score high enough on each proficiency to maintain a 3.0 professional education grade point average, indicating satisfactory attainment of all required knowledge, skills, and dispositions.
- IV. Grade point average of at least 3.0 in all required areas (cumulative, professional education, and content area/s)
- V. Faculty/Staff Recommendations
  - A. Approval of the Dean of Students
  - B. Satisfactory recommendations from Education Department faculty, the Education Department Chairperson, and faculty in content areas (adolescent/young adult or multi-age licensure)
  - C. Any other recommendation (professional or personal) requested by the Education Department.

The Education Department reviews and votes on each application, a majority affirmative vote being necessary for approval for student teaching. The Department of Education reserves the right to require a student to pass any or all required Praxis II tests prior to student teaching if that data is deemed necessary to address departmental concerns about the candidate's qualifications.

Candidates for student teaching meet with the Director of Student Teaching and Field Experience to review required hours of field experiences and verify that all coursework and other state requirements for licensure have been completed or have been scheduled for completion. The candidate and the Director discuss possible student teaching placements in the schools within the Education Department's service area, which includes the following school districts by county with which the Education Department has contracts:

Portage County Partners	Geauga County Partners	Trumbull County Partners	Summit County Partners	Cuyahoga County Partners
Aurora	Berkshire	Girard City	Hudson	Chagrin Falls
Crestwood	Cardinal	Howland	Nordonia Hills	Shaker Heights
James A Garfield	Chardon	Maplewood	Stow-Munroe Falls	Warrensville Heights
Ravenna	Kenston	Newton Falls	Twinsburg	
Streetsboro	Newbury	Warren	Miller-South School for Visual and Performing Arts/Akron City Schools	
Windham	West Geauga			

**Other possible school sites in these counties**

Field	St. Helen	Bristol		Solon
Rootstown		Champion		Orange
Southeast		Lakeview		
		Niles		

**Gateway IV: Completion of Student Teaching and Recommendation for Licensure:**

In order to proceed successfully through Gateway IV and to be recommended for licensure, the candidate must satisfy the following requirements:

- I. Successful completion of student teaching (minimum composite score of 38; minimum subscores of 9.5, 9.5, 9.5, and 7.5)
- II. Student Teaching Portfolio/Teacher Work Sample  
The candidate must receive a rating of “2” or higher on each required proficiency, indicating satisfactory attainment of all required knowledge, skills, and dispositions.
- III. Exit interview
- IV. Praxis II  
The candidate must pass all Praxis II examinations required by the Ohio Department of Education.
- V. BCI clearance  
Fingerprinting is an Ohio Department of Education requirement necessary for recommendation for all licensure programs. BCI clearance only is required for candidates who have resided in Ohio for the past five consecutive years. BCI and FBI clearance are required for candidates who have resided outside of Ohio during the past five consecutive years.

**Reciprocity**

Students interested in seeking licensure to teach in a state other than Ohio should contact that state’s Department of Education. Students should be aware that having an Ohio teaching license does not ensure eligibility for a teaching license in another state, although Ohio does have reciprocity agreements with some states. Because licensure requirements are subject to change, students seeking out-of-state licensure should obtain the most up-to-date information available from the Department of Education in the state(s) in which licensure is desired.

### **Special Notes: All Candidates:**

- Candidates who leave Hiram College and return after one academic year are subject to licensure requirements that are in effect upon their return.
- Candidates may submit to the Education Department a written request to waive a gateway requirement that he or she has not met. Should such a request be submitted, the burden of proof rests with the candidate to make a strong case for the appropriateness of the waiver. Waiver requests will be considered on a case-by-case basis

### **Special Notes: Transfer Students:**

- For transfer students, the cumulative G.P.A. is based upon Hiram G.P.A. coursework.

### **Special Notes: Special Students:**

- For admission to the teacher education program, the required cumulative grade point average of 3.0 is satisfied by the achievement of a final cumulative grade point of average of 3.0 from the degree granting institution. If the cumulative grade point average from the degree granting institution is less than 3.0, 12 semester hours of approved coursework must be completed at Hiram College and a 3.0 cumulative average attained in order to satisfy this admission requirement.

### **Special Notes: Transfer Students and Special Students\*:**

(\*Special students are graduates of an approved four-year college or university)

- Transfer and special students who matriculate to Hiram College must fulfill the Education Department requirements that are in effect during the term they take their first education course.
- The professional education grade point average is based upon all professional education courses counted toward licensure, including those transferred into the college. Professional education courses taken at other institutions must be approved by the faculty member whose course is its equivalent or by the Education Department.
- The content area grade point average is based upon all courses counted toward licensure, including those transferred into the college.
- If a significant portion of licensure or concentration area coursework has been completed at another institution, passage of the PRAXIS II test/s in that area will be required for approval for student teaching.

### **Formal Complaints:**

Formal complaints regarding issues of concern to a candidate should be submitted in writing to the Chair of the Education Department. The candidate will receive a written response within one week of the submission of the formal complaint and appropriate actions will be taken in an attempt to reach a satisfactory resolution to the concern raised.

### **Student Appeal Policy:**

A candidate may request in writing a hearing before the Teacher Education Board to appeal a negative decision made by the Education Department regarding 1) admission to the teacher education program; 2) retention in the teacher education program; 3) approval for student teaching; or 4) recommendation for licensure.

**STANDARDS of BEHAVIOR**  
**for the**  
**HIRAM COLLEGE TEACHER-CANDIDATE**

Teacher-candidates must demonstrate professional behavior when representing the Education Department of Hiram College in any activity on campus or in the community.

The Department of Education provides these guidelines to insure that the Hiram College teacher-candidate meets with success in every area of the Teacher Education Program. Whether on campus or in the field, the student must begin to take on the attributes of a teacher, a profession that brings with it both great rewards and great responsibility.

The dispositions necessary to become a good teacher, including honesty, self-control, sensitivity, commitment and many others, can be rightly measured more by the behavior of the student than in any other way. That is why all students in the Teacher Education program will be required to follow these standards.

- I. Professional appearance
  - A. The student will maintain a professional appearance in all field assignments, being clean, with clothing pressed, and generally well groomed.
  - B. The student will comply with the expectations placed on school personnel in their placement site. A survey of school principals in Northeast Ohio concludes that unprofessional appearance may include, but not be limited to the following:
    - revealing attire such as tank tops, low-cut tops and those exposing the midriff, extremely short skirts, etc.
    - casual attire such as hats, jeans, shorts, sweat pants or athletic garments or shoes, sandals, etc.
    - body piercings (other than ears)
    - visible tattoos
    - unprofessional hair styles and/or color
  
- II. Professional conduct
  - A. The student will comply with all policies and rules established by Hiram College and by state and local law enforcement agencies.
  - B. The student will not falsify any information given to faculty, staff, supervisors, school personnel or others.
  - C. The student will show respect to all faculty, staff, supervisors, peers, school personnel or others. Both verbal and non-verbal communication can reveal this respect. Profane language, threatening remarks, or that which conveys sexual innuendo is certainly disrespectful. Doing other work, even planning lessons, in class or out in the field; putting one's head down on the desk; or talking while someone else is speaking are all ways of communicating disrespect. These behaviors, and others like them, will not be tolerated.
  - D. The student will demonstrate professional conduct by complying with all attendance policies and by being punctual to all activities.

- E. The student will not engage in relationships that conflict with professional roles. Those teaching adolescents must be especially careful to maintain boundaries with students.

III. Professional commitment

In addition to the above standards:

- A. The student will demonstrate a positive attitude of collaboration marked by courtesy and respect for colleagues.
- B. The student will contribute to a safe physical and emotional learning environment, both on the Hiram campus and out in the community.
- C. The student will recognize and respect the diversity found in the classrooms to which they are assigned. The student will plan ways to implement the belief that all students can learn.
- D. The student will demonstrate professional behavior when using technology resources at any P-12 institution by following the rules of that institution for technology use and insuring that all P-12 students in the classroom likewise follow those rules.
- E. The student will complete all course assignments and duties in the required time frame and according to the prescribed manner.
- F. The student will maintain a positive attitude toward the teaching profession and a high regard for the content area taught. Poorly prepared lessons and low expectations for oneself and for one's students demonstrate disrespect in this area. When observing in a class, lack of attention or interest also demonstrates a disrespectful attitude. This is not acceptable.
- G. The student will receive constructive criticism from faculty, staff, supervisors, school personnel and others in a positive manner, being determined to improve through the insights given by others.

Adapted from Northern Kentucky University College of Education: Code of Ethics and Procedures for Violation.