

Lock I – Admission to Teacher Education Program

Admission Criteria

In order to successfully pass through Lock I, the pre-teacher candidate must meet the following criteria.

Phase I: Requirements at beginning of the semester

Lock I Application Criteria:

- The pre-teacher candidate will apply for Lock I in their respective Effective Methods with Field Experience course: EDUC 3003 for the Elementary and Middle School **or** EDUC 3123 for the Middle and Secondary School **or** EDUC 3663 for Early Childhood Education.
- The pre-teacher candidate must sign a statement of disclosure concerning all prior convictions including felonies and misdemeanors as part of the Effective Methods Field Experience & Lock I application (Appendix page 3).
- The pre-teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics as part of the requirements of the respective Effective Methods course (Appendix page 4).
- The pre-teacher candidate will complete and include in the portfolio the *SWU School of Education Dispositions Self-Assessment* form (Appendix page 5). The prompts in this survey are based on dispositions that the faculty of the School of Education has determined are essential to “educators who demonstrate scholarship within a Christian ethic of care”. The pre-teacher candidate is requested to provide a self-rating on each of these characteristics at this point in pursuit of a degree in education. The purpose of this assessment is to measure the student’s perceived self growth in these areas over time. This form will be completed during the respective Effective Methods course.

Phase II: Requirements at the conclusion of the semester

Interview Review Criteria:

The pre-teacher candidate will be interviewed by a committee comprised of professional educators from the community, School of Education faculty, and an education teacher candidate selected by the faculty of the School of Education. The pre-teacher candidate will be notified to schedule an appointment to meet with the committee to respond to questions and make a three- to five-minute presentation on a specified topic. Examples of topics from previous interviews include, “Should Teachers Be Held to Higher Standards than Other Professionals?” and “What Does it Mean to be Ethical?” The purpose of the interview is to assess the student’s communication techniques (INTASC Principle 6); the student’s perception concerning relations among constituents (INTASC Principle 10); and the student’s disposition towards a Christian ethic of care (SWU Disposition).

Field Component Assessment Criteria:

During the respective Effective Methods course the pre-teacher candidate will submit a written lesson plan to the Effective Method’s instructor to be assessed on the Chalk and Wire electronic portfolio system. The pre-teacher candidate will submit the lesson plan to a designated School of Education faculty member on Chalk and Wire and then teach the lesson plan to a group of peers and the faculty member who will assess the oral lesson plan. After which the candidate will submit the lesson plan to the “Public School Partner” on Chalk and Wire and then teach the lesson plan to the learners in the teacher candidate’s field experience classroom. The Public School Partner will assess the oral lesson plan and the

scores will be entered in Chalk and Wire. The teacher candidate must be assessed at the level of “Basic” on four of the following INTASC and Southern Wesleyan University principles, one of which must be the SWU Disposition Appendix

Faculty Recommendations

The Faculty Recommendation for the Pre-Teacher Candidate form must be completed by the respective Effective Methods faculty member. This form requests the assessor’s rating of the pre-teacher candidate in the areas of scholarship and dispositions related to a Christian ethic of care. The candidate must receive an average rating at the level of “Basic” in each of these areas. Further, the form asks for the assessor’s general recommendation related to the student’s request for admission to the School of Education teacher education program.

Department Recommendations

The teacher candidate’s name will also be submitted to the department chairperson of the respective major. The respective department chairperson will be requested to indicate the student’s eligibility to be admitted to the teacher education program.

Credit Hour Requirement

The pre-teacher candidate must have successfully completed a minimum of 45 semester hours of college course work at the time of admission (conclusion of the semester of application).

Grade Point Average Requirement

The pre-teacher candidate must have a minimum cumulative grade point average (GPA) of 2.5 the time of admission (conclusion of the semester of application).

Test Requirement

The pre-teacher candidate must successfully complete the three tests comprising [Praxis I](#), written or computer versions, with the following minimum respective scores: Reading – 175, Writing – 173, Mathematics – 172. *

*A minimum score of 1100 on the two-part SAT or 1650 on the new three-part SAT or an ACT score of 24 maybe substituted for the Praxis I tests.

Note: It is imperative that the pre-teacher candidate schedule the completion of the Praxis I examination during the second semester of course work in order to meet this criterion for admission to Lock I.

Lock II – Admission to the Clinical Experience

Admission Criteria

In order to successfully pass through Lock II, the teacher candidate must meet the following criteria.

Phase I: Requirements at beginning of the semester

Lock II Application Criteria:

The teacher candidate will apply for admission to Lock II as part of the requirements for EDUC 4502, Pre-Clinical Field Experience application.

The teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics.

Clinical Experience Application Materials Criteria:

The teacher candidate must complete the materials necessary to facilitate an application for teacher certification prior to application for admission to Lock II. The teacher candidate who is planning to complete EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II during the fall semester must submit these materials to the Coordinator of Field Studies before December in the year preceding the planned Clinical Experience. Similarly, the teacher candidate who is planning to complete EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II during the spring semester must submit these materials to the Coordinator of Field Studies before May in the year preceding the planned Clinical Experience. This packet of information and materials may be obtained from the Coordinator of Field Studies. Among the requirements for application is the inclusion of:

- the South Carolina Department of Education *Application for Educator Certificate* form;
- a copy of the student's social security card;
- a fingerprint review as mandated by South Carolina state law. An applicant must have a full set of legible fingerprints taken by a sworn law enforcement officer. The fingerprint review is conducted by the State Law Enforcement Division (SLED) to determine any state criminal history and the Federal Bureau of Investigation to determine any other criminal history; and
- \$75.00 initial licensure fee, which includes the cost of the FBI fingerprint review.

Phase II: Requirements at the conclusion of the semester

Portfolio Review Criteria:

The teacher candidate will present evidences that competency has been established in relation to all INTASC/SWU Principles. The portfolio will be reviewed by the candidate's academic advisor must be assessed at the level of "Basic" on nine of the INTASC Principles and all four areas of the Southern Wesleyan University dispositions.

The teacher candidate will complete and include in the portfolio the *Pre-Clinical Dispositions Self Assessment* form. The statements in this survey are based on dispositions that the faculty of the School of Education has determined are essential to "educators who demonstrate scholarship within a Christian ethic of care." The teacher candidate is requested to provide a self-rating on each of these characteristics at this point in pursuit of a degree in education. The purpose of this assessment is to measure the student's perceived self growth in these areas over time.

Field Component Assessment Criteria:

The *Pre-Clinical Assessment of the Teacher Candidate* form will be completed by the teacher candidate's Unit Supervisor and Pre-Clinical Field Experience Public School Partner. The teacher candidate must be assessed at the level of "Basic" on nine of the INTASC principles and all of the Southern Wesleyan University dispositions:

Praxis II Tests Criteria:

The teacher candidate must provide evidence that the [Praxis II](#) tests have been either registered for or taken. (Before state licensure can be obtained the teacher candidate must pass the Praxis II: Subject Assessments exams. Educational Testing Services states that the "Subject Assessments measure candidates' knowledge of the subjects they will teach, as well as general and subject -specific pedagogical skills and knowledge. The pedagogy assessments, Principles of Learning and Teaching, are included in this group." Further information regarding these exams is given on the website, www.ets.org/praxis.)

Student Life Recommendation:

The teacher candidate must have the recommendation of the Office of Student Life.

GPA Requirement:

The teacher candidate's transcript must indicate that all course work will be completed prior to enrollment in EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II. A teacher candidate for whom an exception has been made must be on schedule as outlined in the approved program completion proposal submitted in Lock I.

The teacher candidate must have the minimum grade point average (GPA) required in all courses with a minimum cumulative GPA of 2.5 prior to the start of the Clinical Experience.

Lock III –Application for Teacher Certification

Admission Criteria

In order to successfully pass through Lock III, the teacher candidate must meet the following criteria.

Phase I: Requirements at beginning of the semester

Lock III Application Criteria:

- The teacher candidate will apply for admission to Lock III during the EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II orientation.
- The teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics.
- The teacher candidate must have a minimum cumulative grade point average (GPA) of 2.5.

Phase II: Requirements at the conclusion of the semester

Portfolio Review Criteria:

- The third and final review of the teacher candidate's electronic portfolio will be by the Coordinator of Field Studies. The portfolio will present evidence that the teacher candidate has met competency in all INTASC Principles and SWU Dispositions by achieving a score of "Basic" on the all components of the e-portfolio.
- The teacher candidate must complete and include the *Teacher Candidate Dispositions Self Assessment* form. The statements in this survey are based on dispositions that the faculty of the School of Education has determined are essential to "educators who demonstrate scholarship within a Christian ethic of care." The teacher candidate is requested to provide a self-rating on each of these characteristics at this point in pursuit of a degree in education. The purpose of this assessment is to measure the student's perceived self growth in these areas over time.

Clinical Experience Assessment Criteria:

- The teacher candidate must obtain minimum final grades of 2.5 in EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II.
- The teacher candidate must receive a final overall rating of "Competent" on ADEPT Performance Standards 1-10 by Supervisor I, Supervisor II, and the Cooperating Teacher upon the completion of each Clinical Experience.

Clinical Component Assessment Criteria:

The *Clinical Assessment of the Teacher Candidate* form will be completed by the Cooperating Teacher and Supervisor I. The teacher candidate must be assessed at the level of "Basic" on all of the INTASC principles and Southern Wesleyan University dispositions:

Certification Recommendation Criteria:

The teacher candidate must be recommended by the Coordinator of Field Studies for teacher certification by the South Carolina State Department of Education. Accordingly, the teacher candidate must obtain minimum scores as established by the South Carolina State Board of Education on the appropriate [Praxis II](#): Subject Assessment Test and the [Praxis II](#): Principles of Learning and Teaching (PLT) Test.