

## Lock I Admission to Teacher Education Program 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.
- 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.
- The pre-teacher candidate will complete and include in the portfolio the ***SWU School of Education Dispositions Self-Assessment*** form. 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.

### 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. 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). The teacher candidate must be assessed at least at the level of “Basic” on each INTASC Principle and the Dispositions.

#### **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 to the learners in the teacher

candidate's field experience classroom. The Public School Partner will assess the lesson, and the scores will be entered in Chalk and Wire. The candidate must be assessed at least at the level of "Basic" on Planning (INTASC Principle 7).

### **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 least 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 whether or not the student is an acceptable candidate for admission 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 at 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 may be 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.*