

Professional Education Handbook:

A Guide for Students, Faculty, and Advisors

2018-2019



OLD DOMINION
UNIVERSITY

I D E A FUSION

Copyright © 2011 Darden College of Education and Professional Studies, Old Dominion University.

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

To obtain permission to use material from this work, please contact Office of Clinical Experiences at 757-683-3348, or submit a written request to Jody Sommerfeldt, jsommerf@odu.edu or fax your request to 757-683-4872. Revised May 23, 2018.

Comments about this handbook may be sent to Jody Sommerfeldt, jsommerf@odu.edu



Dean's Welcome

On behalf of the faculty and staff in the Darden College of Education, I am very excited to welcome you to the most rewarding profession and world of becoming a teacher. Your journey into this career promises to bring memorable moments, times of exhilaration, and multiple opportunities to work collaboratively with other professionals seeking to make a difference in the lives of children and young adults. The profession of teaching needs your expertise at this time more than ever before and I truly commend your decision to have an impact on our future.

One of the hallmarks of your chosen profession will be the focus on working in school based settings. Old Dominion University provides you with a foundation of strong academic work that is highlighted with many opportunities to work in local schools. These clinical experiences will be provided for you to help you develop and excel at the art and science of teaching while working with students in classrooms along with master teachers eager to mentor you into the profession. This is truly an exhilarating experience that will prove to be the pinnacle of your work toward obtaining your teaching license.

I want to thank you again for making such an important decision to enter the profession of teaching and for taking the time to read through this handbook. It is a very critical first step into your future. Your professors and your mentor teachers are anxious to meet you and to work with you and I personally wish you great success in your new academic endeavors. Most importantly, there are many young students who are impatiently waiting to meet you and many who will have their lives altered through your guidance and support. What could be more thrilling?

Warmest regards,

Jane Bray
Dean

Honor Code

We, the students of Old Dominion University, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Monarch Creed. We will meet the challenges to be beyond reproach in our actions and our words. We will conduct ourselves in a manner that commands the dignity and respect that we will also give to others.

Honor Pledge

I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor code. I will report to a hearing if summoned.

Student Responsibility and Accountability

It is the responsibility of each student as a teacher candidate to become informed and remain aware of all applicable requirements, deadlines, and policies for admission, continuance, and successful completion and exit of an approved teacher education program. The University catalog and other University sources should be utilized as additional resources for information. Your academic major advisor and department's website, along with the Office of Clinical Experiences advisors and website, can provide the most up-to-date information regarding your teacher education program. It is essential that prospective candidates meet with their respective advisor in either the College of Arts and Letters, College of Sciences, or the Darden College of Education and Professional Studies to review and acknowledge their responsibilities as a teacher candidate. Distance Learning students are advised to schedule a telephone conference with their academic major advisor.

NOTE:

Information contained in this *Handbook* is subject to change in accordance with policies and guidelines implemented by the Old Dominion University Teacher Education Council, the Virginia Department of Education, and the Virginia Board of Education.

The Conceptual Framework: Educator as Professional

The Conceptual Framework for the Professional Education Unit Old Dominion University

Educator as Professional

The Conceptual Framework for the professional education unit at Old Dominion University is guided by the theme, *Educator as Professional*.

Vision and Mission of the Institution and Unit

VISION OF THE INSTITUTION

Old Dominion University will be recognized nationally and internationally as a forward-focused metropolitan university with a collaborative and innovative approach to education and research that spurs economic growth, focuses on student success, engages civic and community partners, and uses its connections with the military and maritime industries and its exceptional strengths and leadership in related areas to provide practical solutions to complex, real world problems.

MISSION OF THE INSTITUTION

Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation, and the world through rigorous academic programs, strategic partnerships, and active civic engagement.

The University's Mission Support describes, in detail the principles and practices that underlie the University's undergraduate and graduate teaching, research, and service missions: a sound general education program; critical thinking; diversity; academic freedom; serving the needs of the local, national, and international communities, including military members and their families; and collaborating with government, industry, and alumni. Finally, the Major Goals of the University are described in detail: Students; Faculty; Academic Programs; Teaching; Research, Scholarship, and Creativity; International Connections; Life-long Learning; Community Service; Campus Life; Alumni; and Quality. Both the core mission statement and the detailed support statements constitute the foundation of all aspects of the University's 2014-2019 Strategic Plan. All documents related to the University's mission can be found on the first few pages of the current University Graduate and Undergraduate Catalogs.

VISION AND MISSION OF THE UNIT

Together, the Darden College of Education, the College of Arts and Letters, and the College of Sciences comprise of the Unit and strive to prepare the highest quality school professionals, at all levels, capable of positively impacting the education of tomorrow's leaders, one student at a time. The Unit's mission is to prepare professional educators to fulfill the needs of the education

community, now and in the future. The vision and mission of the Unit are derived from those of the Darden College of Education.

This vision of the Darden College of Education and Professional Studies is to be recognized as one of the top 50 colleges of education in the country and to increase its rankings in national opinion surveys by focusing its resources to achieve:

- Collaboration among departmental, College, and University colleagues with professional colleagues throughout the world;
- Adherence to the highest standards of professionalism and prominence in our professions; and,
- A reputation for innovation in teaching, research, and service in the preparation of teachers and other professionals, leaders, and scholars, as we meet the needs of Hampton Roads, the Commonwealth of Virginia, the nation, and the world.

The College's mission is to provide excellence in teaching, scholarly activities, and service while meeting the needs of its community and maintaining national and international prominence. The mission is fulfilled through the Unit's undergraduate and graduate programs in the fields of education, counseling and human services, exercise science, sports management, recreation, training, fashion, speech-language disorders, instructional and occupational technology, as well as its many continuing education activities.

UNIT THEME – EDUCATOR AS PROFESSIONAL

The *Educator as Professional* theme embraced by the Unit is an expression of what candidates can expect to obtain from their academic experience. It reflects the culmination of the Unit's purpose, to prepare teachers, other school professionals (school counselors and speech professionals), and educational leaders who have knowledge of their teaching disciplines and the ability to provide state-of-the-art instruction to students of various cultural and socioeconomic backgrounds, and who demonstrate attitudes which promote commitment to teaching and learning, as well as lifelong professional growth and development.

Philosophy, Purposes, and Goals of the Unit

UNIT PHILOSOPHY

The Monarch Creed applies to all members of the University community and is inherent to all academic programs within the unit and beyond. It reads:

- M**ake personal and academic integrity fundamental in all my endeavors.
- O**ffer service to the University and the community.
- N**urture a climate of care, concern, and civility to others.
- A**cept responsibility for all my actions.
- R**espect the dignity, rights, and poverty of all people.
- C**ommitment to the ongoing pursuit of intellectual and personal development.
- H**eighten my awareness of individual and cultural similarities and differences.

Additionally, the Darden College of Education and Professional Studies emphasizes collaboration, professionalism, and innovation. The value-added activities of its 100-strong faculty support these beliefs through their work in undergraduate and graduate degree programs, continuing education opportunities, research, and service to the community

UNIT PURPOSE

The Old Dominion University Professional Education Unit's purpose is to prepare teacher, other school professionals, and educational leaders who have knowledge of their teaching disciplines, with the ability to provide state-of-the-art instruction to students of various cultural and socioeconomic backgrounds, and who demonstrate attitudes which promote commitment to teaching and learning, as well as lifelong professional growth and development. The Unit routinely works to make improvements and modifications that strengthen its purpose and reflect the changing environment of the profession.

UNIT GOALS

The Unit's goals are aligned with the goals of the University as stated in its Mission Support statement and Strategic Plan. Specifically, the Unit embraces the following goals:

- Provide candidates rich content experiences in each of the colleges to develop the required knowledge to effectively contribute to their specialization.
- Provide diverse opportunities for candidates to explore, understand, and become skilled in pedagogy.
- Provide a learning environment where appropriate professional dispositions are taught, modeled, and emphasized.
- Emphasize the importance of understanding and appreciating the various cultures and socioeconomic backgrounds of students from both rural and urban settings.
- Provide candidates the opportunity to experience and implement technology infused instruction.
- Emphasize the importance of culture of examination, assessment, and reflection for the purpose of improving student learning.
- Provide opportunities for candidates to become familiar with, and engage in, professional organizations to emphasize the importance of lifelong professional growth, development, and service.

Educator as Professional



For the entire content of the Conceptual Framework go to:
https://www.odu.edu/content/dam/odu/col-dept/education/docs/conceptual_framework_092011.pdf

Accreditation of Approved Professional Education Preparation Programs

The professional education emphasis areas at Old Dominion University are accredited by the National Council for Accreditation of Teacher Education (NCATE), which is now Council for the Accreditation of Educator Preparation (CAEP), the Council on Accreditation of Counseling and Related Education Programs (CACREP), the Virginia Department of Education (VDOE). Students seeking a graduate degree in speech-language pathology will be eligible for licensure through the Board of Audiology and Speech pathology. Students can consult the graduate program director for guidance in obtaining licensure, sraymer@odu.edu.

Accreditation informs the public that an institution has a professional education unit that meets state, professional, and institutional standards of educational quality.

Advising-How Do I Begin?

On Campus Students

Students attending classes at the Norfolk main campus must meet with an advisor in the department of the intended major. The major is the subject you intend to teach when you graduate (consider age, grade, and subject of the students in the classroom). The “*What major should I choose to become a teacher*” section in the *Handbook* is a helpful resource to review when selecting a major. This section also describes each approved professional education program available through Old Dominion University and the contact information for each program.

Online Students

Students wishing to complete an approved professional education program through distance learning should review [ODU Online](#) to determine which programs are available. If the program is available the student should contact the Distance Learning staff identified for advising. Additionally, students should read “*What major should I choose to become a teacher*” section of the *Handbook* when selecting a program. Prospective applicants should read the admission procedures and the admission requirements outlined in this *Handbook* under “Admission to an Approved Teacher Education Program.”

Financial Aid

It is recommended that every student apply for financial aid. If scholarships or grants become available, students must first apply for financial aid. For more information on financial aid, please contact the financial aid office at 757-683-3683 or review the [financial aid website](#).

Admission to Approved Professional Education Preparation Programs

The professional education preparation programs at Old Dominion University are accredited by the National Council for Accreditation of Teacher Education (NCATE), which is now the Council for the Accreditation of Educator Preparation (CAEP) and the Virginia Department of Education (VDOE).

Virginia Department of Education Licensure Regulations for School Personnel

Section 22.1-298 of the Code of Virginia grants the Board of Education the authority to prescribe the requirements for licensure of teachers. The Board of Education approves the Regulations governing the Licensure of Instructional Personnel. The Regulations stipulate that the Board of Education may deny a teaching license for the following reasons:

1. Attempting to obtain such license by fraudulent means or through misrepresentation of material fact;
2. Falsification of records or documents;
3. Conviction of any felony;
4. Conviction of any misdemeanor involving moral turpitude;
5. Conduct, such as immorality, or personal condition detrimental to the health, wealth, discipline, or morale of students or to the best interest of the public schools of the Commonwealth of Virginia;
6. Revocation of the license by another state;
7. Other good and just cause of a similar nature;

Please note: Individuals who have been convicted of misdemeanors involving drugs or children must have their cases reviewed to determine if it is in the best interest of the individual and the public schools of the commonwealth to issue the license.

Source: <http://www.doe.virginia.gov/boe/resolutions/2005/2005-05.shtml>

For more information: <http://law.lis.virginia.gov/admincode/title18/agency41/chapter70/section280/>
Grounds for License Revocation, Probation, or Suspension; Denial of Application, Renewal or Reinstatement; or Imposition of a Monetary Penalty; and

Prospective Teacher Candidates applying to an approved teacher education program will be asked to attest to the following statement:

"I certify that I have never been convicted of a felony in the U.S. (or territories) or found guilty of a criminal offense in another country or found guilty of a misdemeanor involving children or drugs, nor have I ever had a teaching license revoked, cancelled, invalidated, or suspended. If 'YES', attach explanation, court order documents, indicating judgment and disposition of the case from the court of conviction, or statement giving full details and official documentation of the action

taken. I understand that a 'YES' acknowledgement may preclude any opportunities for a teacher candidate internship placement and I am proceeding in this program at my own risk."

Clearance Background Check Process

Old Dominion University candidates in approved professional educational programs are required to provide a background clearance check when registering for a course that requires a field experience. Read the ODU [Field Experience Clearance Procedures](#). **THE CLEARANCE PROCESS CAN TAKE EIGHT (8) TO (10) WEEKS.** Office of Clinical Experiences must have on file search results prior to the start of a field experience.

The clearance process includes:

- Fingerprinting
- A social service/child protective service check
- A review of each candidate's name through the Virginia State Police: Sex Offender Registry
- ALL search results must be received and reviewed by ODU to determine successful completion of the clearance process for placement
- You can check your Leo Online secure page under Test Scores. A score of 1 means that you are cleared for placement.
- Once a candidate is cleared by ODU, additional clearance will not be required unless there is a break in attendance that requires the candidate to go through reactivation or readmission process with Old Dominion University admissions office.

Technical Standards

To successfully complete a program at Old Dominion University, students must meet all academic and technical standards required by the program. Technical standards are all nonacademic criteria or standards for admission to or participation in the program in question. A technical standard is a description of the physical and mental abilities required of students to perform successfully in an academic program. Students are responsible for knowing the technical standards of their intended major program. Technical standards are documents that can and should be used in the advising process, both when students are exploring different majors and when they want specific information on what is required in a particular program. Copies of all technical standards are located in the following offices: Educational Accessibility, Institutional Equity and Diversity, and University Counsel. In addition, each department chair has a copy. An informational reference and link to the Technical Standards *Handbook* can be found on the websites for Admissions, Educational Accessibility, and Institutional Equity and Diversity. For students requiring accommodations, please contact the Office of Educational Accessibility for assistance. For more information on technical standards and accommodations needed, please contact the [Office of Educational Accessibility](#).

Professional Disposition

As part of Old Dominion University's mission and philosophy to develop professional educators, an emphasis on professional disposition is equally as important as demonstrating content knowledge and skills. A belief that all students can learn as well as the ability to be fair and consistent with all PreK-12 students lead to student success. To be admitted into an approved teacher education program, ALL prospective teacher candidates must evaluate their professional disposition throughout their educational training at Old Dominion University. Please read the [Policies and Procedures for Assessing Teacher Candidate Dispositions](#) for Old Dominion University.

Undergraduate Teacher Education

Students interested in a bachelor's degree, who wish to become a teacher and earn the Virginia teaching license, need to be admitted to the University as degree seeking. Once admitted to the University, the student should meet with an advisor in the academic department of the intended subject/content area to declare the major. Undergraduate students must comply with major declaration, as outlined in the University Catalog under each college's academic department. After the major is declared, the student submits the *Undergraduate Teacher Education Application* to Office of Clinical Experiences, Darden College of Education, Education Building, Suite 2345. Read the instructions and make sure all signatures are completed on the form (follow the checklist for recommended timelines). To be admitted and successfully complete the Bachelor's degree with a teacher education concentration, follow the requirements below.

Admission:

The following criteria are required for admission into undergraduate teacher education programs:

1. Complete ALL major and professional education courses and earn the appropriate grades and GPA's as outlined in your specific curriculum sheet and catalog year provided by your academic advisor;
2. Declare the major with your departmental academic advisor;
3. Having passing scores on Praxis Core or equivalent scores prescribed by the [Virginia Board of Education](#).
4. Complete the *Undergraduate Teacher Education Application*. After completing and signing Section I and II, schedule an appointment with your major advisor* prior to submitting the form to Office of Clinical Experiences, Darden College of Education, Education Building, Suite 2345.

***Online students contact your major advisor for more information.**

NOTE: Complete the [clearance background check process](#) prior to taking the first education course with a field experience.

Continuance:

The teacher candidate must maintain the following continuance requirements:

1. Maintain appropriate grades and GPA's as outlined in your specific curriculum sheet and catalog year provided by your academic advisor;
2. Complete the clearance background check process prior to taking the first education course with a field experience. Read the section on clearance background check process within this Handbook;
3. Register for and successfully complete the practicum course in your program;
4. Take and pass ALL assessments prior to starting the teacher candidate internship; (Read the section of this *Handbook* under "Assessments Required")
 - a. Virginia Communication and Literacy Assessment;
 - b. Praxis Subject Assessments (formerly Praxis II): Specialty Area Test; and
 - c. Reading for Virginia Educators (RVE) Assessment
 - d. First Aid/CPR/AED training
 - e. Child Abuse and Neglect Recognition training
 - f. Dyslexia Awareness training

All required passing scores must appear on your Leo Online "Test Score" page prior to the teacher candidate internship orientation.

5. **Apply** for the [Teacher Candidate Internship](#) by the designated deadlines. To student teach candidates must have the appropriate GPA's outlined in your specific curriculum sheet and catalog year and passed ALL required assessments;
6. Work on the [professional portfolio](#). Final submission for a grade will occur during the teacher candidate internship;
7. Retain original score reports of ALL assessments taken. You will need a copy of the "Examinee Score Report" when you apply for the Virginia Teaching License;
8. Candidates must comply with the most current requirements approved by the Virginia Board of Education. If content area requirements are updated or changed, the student will be required to comply with those updates or changes in order to complete the state-approved teacher education program at Old Dominion University;
9. Complete the University writing requirement.

Exit:

To earn the baccalaureate degree with the teacher education track and be recommended for the Virginia teaching License, students must successfully pass the internship. To exit successfully, the student must have:

1. Appropriate grades and GPA's as outlined in your specific curriculum sheet and catalog year provided by your academic advisor;
2. A passing grade on the teacher candidate internship;
3. Met all academic, licensure, and University degree requirements;
4. Met the University writing requirement.

Graduate Teacher Education

Students who have earned a non-teaching bachelor's degree from a regionally accredited institution and wish to earn a Virginia teaching license should apply to the appropriate master's degree with initial licensure. Upon successful completion of this graduate program, candidates earn the master's degree and are eligible to apply for the Virginia teaching license. Students associated with the military who wish to become a licensed teacher should review the Military Career Transition Program (MCTP) [website](#) and schedule an appointment with the [MCTP advisor](#).

Admission:

1. Hold at least a bachelor's degree from a regionally accredited college/university with a minimum overall undergraduate GPA of 2.80;
2. Review [Graduate Teacher Education Programs](#) and admission process;
3. Have passing scores on Praxis Core or equivalent scores prescribed by the [Virginia Board of Education](#).
4. After you are admitted to the University, activate your [e-mail account](#) and your [MIDAS ID](#) prior to registering for classes.
5. Complete and submit the [Professional Disposition Survey](#) after you have registered for at least one class. **You will be administratively dropped from your classes if the survey is not completed.**
6. Complete the [clearance background check process](#) prior to taking the first education course with a field experience.

Continuance:

1. Maintain at least an overall graduate GPA of 3.00;
2. Complete the Responsible Conduct of Research (RCR) Social and Behavioral modules before completing 12 graduate credits.
3. Complete all content and professional education courses as outlined in your specific program sheet. For content courses, you must earn the appropriate grade as outlined in your curriculum sheet and catalog year provided by your advisor;
4. Must earn at least a B grade in the graduate program practicum course;
5. Must earn at least a B- in professional education course work;
6. Take and pass ALL assessments prior to starting the teacher candidate internship; (Read the section of this *Handbook* under "Assessments Required")
 - a. Virginia Communication and Literacy Assessment;
 - b. Praxis Subject Assessments (formerly Praxis II): Specialty Area Test; and
 - c. Reading for Virginia Educators (RVE) Assessment
 - d. First Aid/CPR/AED training
 - e. Child Abuse and Neglect Recognition training
 - f. Dyslexia Awareness training

All required passing scores must appear on your Leo Online "Test Score" page prior to the teacher candidate internship orientation.

7. Work on the [professional portfolio](#). Final submission for a grade will occur during the teacher candidate internship;
8. Apply for the [Teacher Candidate Internship](#) by the designated deadlines;
To student teach, the graduate program candidates must have an overall 3.00 graduate GPA with a minimum B grade in your graduate practicum course, appropriate grades as outlined in your curriculum sheet, passing scores on Praxis Subject Assessments (formerly Praxis II), Virginia Communication and Literacy Assessment, and the Reading for Virginia Educators Assessment (if applicable for your program). This must be achieved prior to starting the internship;
All required scores must appear on your Leo Online “Test Score” page prior to the teacher candidate internship orientation
9. Prepare and register for the Comprehensive Exam with the appropriate academic department, if required for your program.
10. Retain original score reports of ALL assessments taken. You will need a copy of the “examinee Score Report” when you apply for the Virginia teaching license;
11. Candidates must comply with the most current requirements approved by the Virginia Board of Education. If content area requirements are updated or changed, the student will be required to comply with those updates or changes in order to complete the state-approved teacher education program at Old Dominion University.

Exit:

During your internship semester:

1. Complete the Graduate Assessment;
2. Earn a passing grade on the Teacher Candidate Internship;
3. Have a minimum 3.00 graduate GPA;
4. Take and pass the Comprehensive Examination, if required for your program

Post-baccalaureate Endorsement Program

Students who have earned a non-teaching bachelor’s degree, from a regionally accredited institution and wish to earn the Virginia teaching license without entering a graduate program may apply to the Post-baccalaureate Endorsement Program. This program does not lead to a degree and as such your status will be considered as a non-degree seeking graduate student in an approved teacher education program.

Admission:

1. Hold at least a Bachelor’s degree from a regionally accredited college/university with an overall GPA of 2.75 for regular admission. Provisional admission is considered with an overall GPA between 2.50 and 2.74;
2. Have passing scores on Praxis Core or equivalent scores prescribed by the [Virginia Board of Education](#);
3. Follow [admission procedures](#) for Post-baccalaureate endorsement programs. Submit the non-degree application prior to your initial appointment;

4. Schedule an appointment with the appropriate program advisor; bring a copy of all your undergraduate transcripts;
5. After you are admitted to the University, activate your [e-mail account](#) and your [MIDAS ID](#) prior to registering for classes.
6. Complete and submit the [Professional Disposition Survey](#) after you have registered for at least one class. **You will be administratively dropped from your classes if the survey is not completed.**
7. Complete the [clearance background check process](#) prior to taking the first education course with a field experience.

NOTE: Students who complete the IDS Teacher Preparation Bachelor of Science degree and who enroll in a post-baccalaureate endorsement program and who subsequently complete student teaching and become eligible to earn the Virginia teaching license, are not eligible to enter the MSED in Primary Early Childhood or Elementary Fifth Year Program at Old Dominion University. Students may be eligible to enter other master's degree programs available at Old Dominion University, provided they meet the admission requirements at such time when applying to the specific graduate program or when submitting a request to change to another graduate program after being admitted.

Continuance:

1. Maintain at least a GPA of 2.75 in professional education course work with no grades below a C or C- (program dependent), and be in "Good Academic Standing" for graduate level courses which requires a graduate GPA of at least a 3.00, per University graduate non-degree status;
2. Complete all content and professional education courses outlined in your specific curriculum sheet;
3. Must earn at least a C or C- grade (program dependent) in all course work and at least a B grade in the graduate practicum;
4. Take and pass ALL assessments prior to starting the teacher candidate internship; (Read the section of this *Handbook* under "Assessments Required")
 - a. Virginia Communication and Literacy Assessment;
 - b. Praxis Subject Assessments (formerly Praxis II): Specialty Area Test; and
 - c. Reading for Virginia Educators (RVE) Assessment
 - d. First Aid/CPR/AED training
 - e. Child Abuse and Neglect Recognition training
 - f. Dyslexia Awareness training

All required passing scores must appear on your Leo Online "Test Score" page prior to the teacher candidate internship orientation.
5. Work on the [professional portfolio](#). Final submission for a grade will occur during the teacher candidate internship;
6. Apply for the [Teacher Candidate Internship](#) by the designated deadlines;
To student teach, post-baccalaureate program candidates must have an overall 3.00 graduate GPA with a minimum B grade in your graduate practicum course, appropriate

grades as outlined in your curriculum sheet, passing scores on Praxis Subject Assessments (formerly Praxis II), Virginia Communication and Literacy Assessment, and the Reading for Virginia Educators Assessment (if applicable for your program). This must be achieved prior to starting the internship;

All required scores must appear on your Leo Online “Test Score” page prior to the teacher candidate internship orientation

7. Candidates must comply with the most current requirements approved by the Virginia Board of Education. If content area requirements are updated or changed the student will be required to comply with those updates or changes in order to complete the state-approved teacher education program at Old Dominion University.

Exit:

During your internship semester:

1. Earn a passing grade on the Teacher Candidate Internship;
2. Have a minimum 3.00 graduate GPA.

Undergraduate Requests to Take Graduate Courses

Undergraduate students with senior standing and a major GPA of 3.30 who wish to take a graduate education course must complete the *Request of ODU [Undergraduate to Take Graduate Courses](#)* form and submit it to their major advisor. Then, submit the form to the department where the graduate course is offered for final approval/denial by the Graduate Program Director and the Department Chair. Undergraduate students must be admitted to the respective undergraduate teacher education program, prior to submitting the request.

Undergraduates are limited to six graduate hours per semester AND all graduate course approvals are at the *discretion* of the program director. Grades earned in graduate level course work will be calculated in the graduate program GPA or the post-baccalaureate GPA.

Fast Track Graduate Admissions

This option was discontinued beginning with fall 2017 semester, since the GRE or MAT will is longer be required for admission.

Field Experiences

The Office of Clinical Experiences in collaboration with each school division’s human resources office coordinates all field experiences. Candidates are not allowed to arrange a field experience on their own with a specific school or school division. Once registered for a course requiring a field experience, candidates will receive an email with a link for requesting your placement. If further information is needed regarding placement for a field experience, please contact Brenda Houck, [bhouch@odu.edu](mailto:bhouck@odu.edu)

The Darden College of Education and Professional Studies is committed to developing candidates skilled in teaching all English Language Learners (ELL), students of all cultural and socioeconomic backgrounds, and with diverse learning needs in a fair and equitable manner.

Clearance Process

Old Dominion University candidates in approved professional educational programs are required to provide a background clearance check when registering for a course that requires a field experience. Read the ODU [Field Experience Clearance Procedures](#). **THE CLEARANCE PROCESS CAN TAKE TEN (10) WEEKS.** Office of Clinical Experiences must have search results on file prior to the start of a field experience.

The clearance process includes:

- Fingerprinting
- A social service/child protective service check
- A review of each candidate's name through the Virginia State Police: Sex Offender Registry
- ALL search results must be received and reviewed by ODU to determine successful completion of the clearance process for placement
- You can check your Leo Online secure page under Test Scores. A score of 1 means that you are cleared for placement.
- Once a candidate is cleared by ODU, additional clearance will not be required unless there is a break in attendance that requires the candidate to go through reactivation or readmission process with Old Dominion University admissions office.

Observation:

Candidates enrolled in the TLED 301, TLED 608, SEPS 297, and PE 230 complete the Observations field experience as a part of the course requirement. Immediately after registering in the respective course, please respond to the e-mail received to request a placement. Allow 4-6 weeks for this placement to be processed by the requested school district. This field experience consists of 30 hours in a public or non-public accredited school classroom related to the prospective teaching endorsement (subject area/grade level).

Practicum:

Candidates enrolled in a course with a practicum should complete a field experience requested as part of the course requirement. Immediately after registering in the perspective practicum course, please respond to the e-mail received to request a placement. Allow 4-6 weeks for this placement to be processed by the requested school district. This field experience may be completed at a public or non-public accredited school classroom related to the prospective teaching endorsement (subject area/grade level).

Teacher Candidate Internship (Student Teaching):

This internship is the culminating experience of the approved teacher education program. Prospective teacher candidates must apply and meet all criteria in order to be eligible for the internship. Applications for the internship are due on the following dates:

- For fall semester **February 1**, for spring semester **August 1**
- [Application](#)
- [Teacher Candidate Internship Handbook](#):
All student teaching requirements and evaluation tools can be located in the *Teacher Candidate Internship Handbook*.

Teacher Candidate Internship Application Fee: Teacher candidates applying for a placement are required to submit the placement application and school division application (if applicable) with a check or money order in accordance to the following fees:

- Application fee submitted by established deadline is \$25.00
- Application fee submitted 30 days late* after the deadline is \$35.00
- Application fee submitted 60 days late* after the deadline is \$45.00

THE APPLICATION FEE IS NON-REFUNDABLE

*Applications received after this deadline are not guaranteed a placement for the semester requested. If a placement is not secured from a school district, a new application and fee must be submitted for a subsequent internship semester.

Teacher Candidates applying for the teacher candidate internship placement will be asked to attest to the following statement:

“I certify that I have never been convicted of a felony in the U.S. (or territories) or found guilty of a criminal offense in another country or found guilty of a misdemeanor involving children or drugs, nor have I ever been the subject of a founded complaint of child abuse or neglect, or nor have I ever had a teaching license revoked, cancelled, invalidated, or suspended. If YES, attach explanation, court order documents, indicating judgment and disposition of the case from the court of conviction, or statement giving full details and official documentation of the action taken. I understand that a ‘YES’ response may preclude any opportunities for a teacher candidate internship placement and I am proceeding in this program at my own risk.”

Assessments Required

Praxis Series

The Praxis™ Core Academic Skills for Educators Tests is the required assessment for entry into an approved Virginia teacher preparation program. Individuals may meet the Praxis Core requirements by achieving the scores established by the Virginia Board of Education June 27,

2013, for each of the three Praxis Core subsets – Reading, Writing, and Mathematics. A minimum score on each test is required to receive a passing score on the Praxis Core.

Praxis Core Academic Skills for Educators Tests

Test	Approved Passing Score	Effective Date
Praxis Core Academic Skills for Educators: Reading (5712)	156*	January 1, 2014
Praxis Core Academic Skills for Educators: Writing (5722)	162*	January 1, 2014
Praxis Core Academic Skills for Educators: Mathematics (5732)	150*	January 1, 2014
	There is NO Composite Score for these assessments. A passing score is required for each of the three subtests.	
Praxis Core Academic Skills for Educators (5751) <i>(if taking all three computer delivered exams at the same time, select this Test Code: 5751)</i>	There is NO Composite Score for these assessments.	January 1, 2014
*The Praxis Core Academics Skills for Educators Tests require a passing score for each of the three subtests: Reading (5712), Writing (5722), and Mathematics (5732).		
Test at a Glance for all three Praxis Core Academic Skills for Educators: http://www.ets.org/praxis/prepare/materials/		

For Praxis Core tutorial registration go to: <http://odu.edu/content/dam/odu/col-dept/teacher-education-services/docs/tutorial-praxis-core.pdf>

Approved Substitute Test Scores for Praxis Core:

The Virginia Board of Education [approved substitute test scores](#) for the Praxis Core.

Option 1	SAT taken prior to April 1, 1995	Score of 1000 with at least a 450 Verbal and a 510 Mathematics
	SAT taken after April 1, 1995	Score of 1100 with at least a 530 Verbal and a 530 Mathematics
	SAT taken after March 1, 2016	Score of 1170 with at least 580 on the Evidence-based Reading and Writing section and 560 on the Math Section
Option 2	ACT taken prior to April 1, 1995 <i>(ACT scores taken prior to 1989 are not valid)</i>	A composite score of 21 with the Mathematics score of no less than 21, and an ACT English plus Reading score of no less than 37.
		A composite score of 24, with the Mathematics score of no less than 22

	ACT taken after April 1, 1995	and an ACT score in English plus Reading of no less than 46.
Option 3	VCLA Composite and Praxis I Math (prior to 12/31/13)	470 or better and 178 or better
	VCLA Composite and Praxis Core Math (beginning 1/1/14)	470 or better and 150 or better
Option 4	VCLA Composite and SAT Math (prior to 4/1/95)	470 or better and 510 or better
	VCLA Composite and SAT Math (after 4/1/95)	470 or better and 530 or better
Option 5	VCLA Composite and ACT Math (prior to 4/1/95)	470 or better and 21 or better
	VCLA Composite and ACT Math (after 4/1/95)	470 or better and 22 or better
<p>NOTE: Praxis I tests completed with a passing score by December 31, 2013 will continue to be valid and accepted for admission into a state-approved teacher education program.</p>		

Praxis Subject Assessments (formerly Praxis II):

Required for the Teacher Candidate Internship and for Licensure

The Subject Assessments (formerly Praxis II) measure knowledge of specific subjects that K-12 educators will teach. The Subject Assessments are administered on designated dates set by ETS. Visit the [ETS Praxis Subject Assessment \(formerly Praxis II\)](#) website for more specific information. Read the information at the [Virginia Department of Education](#) to determine the required Subject Assessment and passing score.

Virginia Communication and Literacy Assessment (VCLA) – Required for the Teacher Candidate Internship and for Licensure

The Virginia Communication and Literacy Assessment became effective January 1, 2006 for initial licensure unless an individual meets the exemption criteria. Refer to the VCLA Website for more information: www.va.nesinc.com.

The scores are as follows:

Test Title	Test Code	Passing Score <i>After July 1, 2006</i>
Writing	092	235
Reading	091	235
Or Composite Score		470

Individuals meet the VCLA requirement by achieving the score established by the Board of Education on each of the two tests – Writing and Reading – **OR**, by achieving the established composite score on the two tests. A minimum score on each test is not required provided the composite score is achieved.

Reading for Virginia Educators (RVE)

Effective July 1, 2011, the Virginia Department of Education implemented the required reading assessments prescribed by the Virginia Board of Education for individuals seeking the following endorsements:

- Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education – General Curriculum, Special Education – Hearing Impairments, and Special Education – Visual Impairments; or
- Reading specialist.

RVE Assessment required for individuals seeking initial licensure in the endorsements listed below:	Test Code	Passing Score <i>After July 1, 2006</i>
Early/Primary Education PreK-3	5306 Computer Delivery	157
Elementary Education PreK-6	5306 Computer Delivery	157
Special Education General Curriculum K-12	5306 Computer Delivery	157
Special Education-Hearing Impairments	5306 Computer Delivery	157
Special Education-Visual Impairments	5306 Computer Delivery	157
Reading Specialist	5304 Computer Delivery	162

Preparing for the RVE (*click on the title*):

- Approved Scores by the Virginia Board of Education
- Registration Information for the RVE assessments
- Reading for Virginia Educators: Elementary and Special Education Teachers
- Reading for Virginia Educators: Reading Specialist

School Leaders Licensure Assessment (SLLA)

On January 14, 2010, the Board of Education approved a cut score of 163 for the revised version of SLLA – Test Code 1011. The revised SLLA (test code 1011) was administered in other states beginning in September 2009. The test was first administered in Virginia in January 2010. The cut score of 163 will apply to all candidate who submit a score for the revised SLLA for the administration and supervision endorsement. This test will be administered for the last time in a paper-and-pencil format in September 2011. Beginning January 2012, this test will be available in a computer-delivered format only. *Source: VDOE, January 5, 2012.*

Virginia will continue to accept passing scores on the old version of the SLLA (test code 1010) that was last administered in Virginia in October 2009. The cut score for the old version of the assessment is 165.

Effective July 1, 2005, the Board of Education approved the SLLA for individuals who are seeking an administration and supervision endorsement authorizing them to serve as principals and assistant principals. The cut off score for the old version of the SLLA is 165. Refer to the following website for more information about the test content, test dates, costs, accommodations for individuals with disabilities, and registration: www.ets.org/sls.

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), is pleased to offer this set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels that are necessary to improve student achievement.

More importantly, these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. For more specific information on the InTASC standards, review the document at this [link](#).

What Major Should I Choose to Become a Teacher?

Start exploring possible teacher preparation programs available at Old Dominion University based on your interests (teaching subject and grade level) and academic abilities.

College of Arts and Letters Undergraduate Teacher Preparation Majors		
Major	Contact	Phone
Art Education (K-12 th) (Visual Arts)	Art Department 203 Visual Arts Bldg.	757-683-4047
Dance Education (K-12 th)	Communication & Theater Arts Department, 148 Deihn Fine & Performing Arts Bldg.	757-683-4354
Interdisciplinary Studies (IDS) Teacher Preparation Concentration Primary/Elementary Emphasis* Licensure Special Education General Curriculum, K-12, Highly Qualified in Elementary Education Emphasis* Licensure Special Education General Curriculum, K-12, Highly Qualified in Secondary English and Elementary Education Emphasis <i>*Offered through Distance Learning</i>	Interdisciplinary Studies Department, 3030 BAL Bldg.	757-683-4044
English 6 th -12 th	English Department 5000 BAL Bldg.	757-683-3991
Foreign Languages, K-12th French German Spanish	Foreign Language Department, 4001 BAL Bldg.	757-683-3973
Music Education, K-12th	Music Department 2123 Deihn Fine and Performing Arts Bldg.	757-683-4061
Social Science, 6 th -12 th	History Department 8000 BAL Bldg.	757-683-3949
Theater Education, K-12 th	Communication & Theater Arts Department, 1007 University Center	757-683-3608

College of Sciences Undergraduate Teacher Preparation Majors		
Major	Contact	Phone
Biology, 6 th -12 th	Biology Department 236 Mills Godwin Building	757-683-6792
Chemistry, 6 th -12 th	Chemistry Department 110 Alfriend Chemistry Bldg.	757-683-4078
Earth Science, 6 th -12 th	Ocean, Earth & Atmospheric Sciences Department 406 Oceanography & Physics Bldg.	757-683-4285
Physics, 6 th -12 th	Physics Department 215 Oceanography & Physics Bldg.	757-683-5835
Mathematics, 6 th -12 th	Mathematics Department 2300 Engineering & Computational Sciences Bldg.	757-683-3882
<p>Monarch Teach is the teacher preparation program for students interested in teaching math or science. Contact: Julie Ramsey, jwiley@odu.edu, Ph: 757-683-7048</p>		

Darden College of Education Undergraduate Teacher Preparation Majors		
Health & Physical Education, PreK-12 th	Human Movement Sciences Department, 2016 Student Recreation Center	757-683-3351
Marketing Education, 6 th -12 th	Science, Technology Education, Mathematics Education & Professional Studies, 228 Education Bldg.	757-683-4305
Technology Education, 6 th -12 th	Science, Technology Education, Mathematics Education & Professional Studies, 228 Education Bldg.	757-683-4305
<p>Monarch Teach is the teacher preparation program for students interested in teaching math, science, or Technology Education. Contact: Julie Ramsey, jwiley@odu.edu, Ph: 757-683-7048 Science, Technology Education, Mathematics Education & Professional Studies Department</p>		

Darden College of Education and Professional Studies Graduate and Post-baccalaureate Endorsement Programs		
Early Childhood Education, PreK-3 rd	Career and Advising Resource Center, New Education Bldg. 1107	757-683-4789
Elementary Education, PreK-6 th	Career and Advising Resource Center, New Education Bldg. 1107	757-683-4789
Middle Education, 6 th -8 th English, Mathematics, Science, Social Sciences	Career and Advising Resource Center, New Education Bldg. 1107	757-683-4789
Secondary, 6 th -12 th Mathematics, Biology, Earth Science, Physics, English, Chemistry, History/Social Science	Career and Advising Resource Center, New Education Bldg. 1107	757-683-4789
Special Education, K-12 General Curriculum Adapted Curriculum Early Childhood Birth-5	Communication Disorders & Special Education Department, 122 Child Study Center	757-683-3226
Reading Specialist, K-12	Teaching & Learning Department, 145 Education Bldg.	757-683-3284
English as a Second Language, K-12	Career and Advising Resource Center, New Education Bldg. 1107	757-683-4789
Supervision and Administration, K-12	Educational Foundations & Leadership, 120 Education Bldg.	757-683-5163
Field Based Master's Degree for Licensed Teachers	Teaching & Learning Department, 145 Education Bldg.	757-683-3284
Military Career Transition Program Master's Degree with Initial Licensure	Military Career Transition Program, New Education Bldg. 1107	757-683-4789

Graduates of Foreign Institutions

Individuals who have completed their education programs outside the United States and are applying to post-baccalaureate endorsement or graduate programs in the College of Education that include licensure, must have their education credentials evaluated by one of the agencies approved by the Virginia Department of Education as part of the graduate or post-baccalaureate endorsement application process. This evaluation of credentials must include a listing of the courses completed, the semester hour equivalent for each course, and a statement regarding the equivalency of the program of study to the four-year baccalaureate degree in the United States.

The list of approved agencies and their contact information is on the Virginia Department of Education website: <http://www.doe.virginia.gov/teaching/licensure/index.shtml>. Scroll down to Information for graduates of foreign institutions of higher learning. If you should have any questions regarding this policy, please contact the graduate program director or post-baccalaureate endorsement program director for the intended program.

Scholarships and Grants

The University offers a variety of awards each year to qualified students who have been accepted or admitted into degree programs. Some of these awards are available only to Virginia residents, while others are awarded without regard to state residency. Student assistance is offered on the basis of scholastic achievement and/or established financial need.

To be considered for the Annual and Endowed Scholarships administered by the University, an admissions application or the Scholarship Application for Continuing Students must be received by the University by February 15th preceding the academic year of interest. All admitted students will automatically be considered. Students must complete all the required financial aid forms. Please see the financial aid [website](#).

There are three specific scholarship opportunities available through the Office of Clinical Experiences. Each of these opportunities requires that an individual be admitted into an approved teacher education program. These opportunities are:

1. TEACH grant
2. Virginia Teacher Scholarship Loan Program

Please review the TES website: <http://odu.edu/success/academic/teacher-education/resources> or contact the Director of Clinical Experiences for more information on these scholarships.

For information on the Commonwealth Special Education Grant, review the website: <https://www.odu.edu/eps/programs/cseep>

Professional Portfolio

A professional portfolio is a tool judiciously and carefully crafted to appropriately showcase the work of a professional while providing evidence of career growth. It is NOT simply a gathering of all lesson plans, papers, and assignments completed during a designated time period that has been placed in a notebook/scrapbook.

Campbell, Cignetti, Melenzyer, Nettles, and Wyman (1997) defined a portfolio as being an organized goal-driven exhibit providing evidence of understanding and performance. To begin this process, all students entering an approved teacher education program are required to purchase a LiveText membership when they enroll in their first professional education course. We ask all candidates to read the Professional Portfolio document. The Professional Portfolio will be submitted during your teacher candidate internship. Review the LiveText instructions for starting and submitting an assignment on LiveText.

Applying for a Virginia License

Old Dominion University graduate or post-baccalaureate endorsement program completers applying for an initial Virginia teacher license must submit the following documents to the Office of Clinical Experiences, Education Building, Room 2345, Old Dominion University, Norfolk, Virginia, 23529:

- Checklist for Licensure Application Procedure and Forms
<http://www.odu.edu/success/academic/teacher-education/application-checklist>
You must submit your copies of the assessment score report; “Examinee Score Report” or “Test Taker Score Report”. The Office of Clinical Experiences may not provide copies of scores maintained in the University file, per Family Educational Rights and Privacy Act (FERPA).
- Checklist for School Counseling Pupil Personnel License and Forms
<http://www.odu.edu/success/academic/teacher-education/application-checklist>
You must submit your copies of the assessment score report, “Examinee Score Report.” Office of Clinical Experiences may not provide copies of scores maintained in the University file, per Family Educational Rights and Privacy Act (FERPA).

Reciprocity

The Commonwealth of Virginia has reciprocity agreements with the states listed below. However, these agreements are “limited” in scope. While each state will accept the programs for individuals who have completed an approved teacher education program (this includes student teaching or the approved internship for advanced programs) each state may have different testing requirements. This list is subject to change.

Type B Certificates

State	Collegiate Professional License	State	Collegiate Professional License
Alabama	X	Montana	X
Alaska	X	Nebraska	X
American Samoa		Nevada	X
Arizona	X	New Hampshire	X
Arkansas	X	New Jersey	X
California	X	New Mexico	
Colorado	X	New York	X
Connecticut	X	North Carolina	X
Delaware	X	North Dakota	X
District of Columbia	X	Northern Marianas	
Federated States of Micronesia		Ohio	X
Florida	X	Oklahoma	X
Georgia	X	Oregon	X
Guam	X	Palau	
Hawaii	X	Pennsylvania	X
Idaho	X	Puerto Rico	X
Illinois	X	Rhode Island	X
Indiana	X	South Carolina	X
Iowa		South Dakota	X
Kansas	X	Tennessee	X
Kentucky	X	Texas	X
Louisiana	X	Utah	X
Maine	X	Vermont	X
Marshall Islands		Virgin Islands	
Maryland	X	Virginia	
Massachusetts	X	Washington	X
Michigan	X	West Virginia	X
Minnesota		Wisconsin	X
Mississippi	X	Wyoming	X
Missouri	X		

Career Development Services

The Career Development Services is committed to helping students and alumni find internships, jobs, and careers.

Location: 2202 Webb University Center,
Old Dominion University
Norfolk, VA 2329

Hours: 8:00 a.m. to 5:00 p.m.

Office: Phone: (757) 683-4388
Fax: (757) 683-4955
E-mail: cmc@odu.edu

Director of Employment Programs and College of Education Liaison:
Jenna Rowlands, jmrowlan@odu.edu

Career Advantage Program (CAP)

The Career Advantage Program is a comprehensive series of programs, services, professional seminars, appointments, and work assignments geared toward helping you determine your future career. The cornerstone of the Career Advantage Program is the Guaranteed Practicum. All undergraduates are guaranteed a practical experience, or classroom experience working in a “real world” setting. All interns receive academic credit toward their major.

Career Counseling Information

The Career Management Center provides several levels of career counseling information. For quick career questions, students can stop in and meet with a peer counselor in the Career Information Center or go through the Cyber Career Center. For in-depth career counseling needs, currently enrolled students can make an appointment to speak with a counselor specializing in their major. The career counselor specializing in the majors for the Darden College of Education and Professional Studies is Jenna Rowland.

Career Resources

Career Exploration, Resume Writing, Job search Strategies, Networking, and Interviewing skills are some examples of resources available. Plan to attend the annual Teacher Recruitment Fair to interview with school districts for teaching positions towards the end of your program.

For more information, visit the Career Management Center website:
<http://www.odu.edu/ao/cmc/index.phph>.

ODU Online Prospective Students

How do I begin?

Visit the ODU online website, <https://online.odu.edu/> to identify your program of interest. You may complete the Request Info form.

Military Educational Resources for Success

Military Educational Resources for Success (MERS) will support military affiliated students pursuing a major in the Darden College of Education (DCOE). MERS will assist and encourage military affiliated students in our Darden College of Education to:

- Participate in educational and social programs;
- Enhance the educational experience; and
- Connect to campus resources.

For assistance, DCOE military affiliated students may contact 757-683-4789

Visit the website to determine eligibility: <http://education/odu.edu/mctp/>

Are You a Licensed Teacher?

If you are a licensed teacher and would like to further your professional development as a teacher, you may pursue the Master's degree in Education for "licensed teachers". Please contact the appropriate Graduate Program Director (GPD) for the particular M.S. ED program you wish to pursue. If you accept a full-time teaching contract while pursuing the Post-baccalaureate Endorsement or Master's degree with initial licensure program, this is considered "stepping out" of the ODU "approved teacher education program" and into an "alternative route to licensure" status. You will not be eligible to student teach. The ODU chief certification officer will not be able to make the recommendation for the Virginia teaching license. If you plan on relocating to another state it is highly recommended that you complete a state approved program with all coursework, assessments, and a semester of student teaching. For more information, go to the section of this *Handbook* on "Reciprocity." You may also contact the Department of Education in the state you plan to relocate.

I Already Have a Provisional or Conditional License

If you hold a provisional or conditional license you will need to:

- Complete all coursework (content and professional education) outlined by the Virginia Department of Education (VDOE) when you were issued the provisional license.

- You may take the courses at ODU as a graduate non-degree student to meet the competencies you are lacking as outlined in your provisional license letter issued by VDOE.
- You also have the option of entering the master's degree for licensed teachers. For this option, you may contact the Department of Teaching & Learning, 757-683-3284.

If you need assistance identifying coursework, you may Contact the Career and Advising Resource Center to schedule an appointment: 757-683-4789.

Policy on Student Complaints

The Darden College of Education, College of Sciences, and College of Arts and Letters promote a professional and collaborative learning environment for teacher candidates. An essential component of effective collaboration is communication and the ability to communicate issues and concerns in a professional manner as they arise. Teacher candidates with a complaint relative to a final grade should reference the Guidelines and Procedures for Grade Adjustments for Nonacademic Reasons located in the University undergraduate and graduate catalogs. Issues relative to harassment should be directed to the Office of Institutional Equity and Diversity.

Frequently Asked Questions (FAQ)

Question: I want to apply for a Virginia Teaching License, but do not have copies of my test score reports, what do I need to do?

Answer: Contact the specific agency of the assessment score report needed:

1. VCLA and VRA: <http://www.va.nesinc.com/VA/scorereport/opener.asp>
2. Praxis I, Praxis Core, and II, and RVE: <https://www.ets.org/praxis/scores/get/>

Candidates must submit their own score report, "Examinee Score Report" or "Test Taker Score Report" when applying for the Virginia Teaching License, per VDOE guidelines.

Question: Where do I "get assistance with" the web-based portfolio assessment system to complete my portfolio?

Answer: <https://www.odu.edu/success/academic/teacher-education/resources/livetext>

Question: Will ODU automatically apply for my teaching license for me when I complete my approved teacher education program?

Answer: No, any individual completing an approved professional education program at ODU must submit all required documents identified on the "Checklist for Licensure Application" to the Office of Clinical Experiences in the Education Building suite 2345. Then the materials will be

completed and sent to the appropriate licensing agency.
<https://odu.edu/success/academic/teacher-education/application-checklist>

Question: Will other states accept my Virginia teaching license?

Answer: If you complete ODU's state approved teacher preparation program with all coursework, assessments, and a semester of student teaching, then your license will have relative reciprocity. Relative reciprocity means that you can start teaching in another state with the reciprocity agreement, but you may need to fulfill additional requirements for a particular state.

Question: Can I use my long-term substitute teaching to count for the observation, practicum hours, or for student teaching?

Answer: No. Although you have gained experience in the school by substitute teaching, we cannot apply those hours towards ODU's state approved teacher preparation program. Field experience gained within the approved program is supervised by teachers who are licensed in your intended area of licensure. The student teaching experience is supervised by an ODU supervisor according to the accreditation guidelines. You must complete the student teaching internship in the approved teacher preparation program to be recommended by ODU for the teaching license.

Question: Will I be able to teach other grades and/or subjects other than what I get my initial teaching license?

Answer: You may add additional areas of endorsement either while you are getting your initial teaching license or at any time after. It will require passing a rigorous assessment in the content area and/or taking a series of academic content course work. The passing test scores and/or transcript must be sent to the Virginia Department of Education (VDOE) to add on the endorsement area. This is determined by the hiring school division. To add an endorsement to your existing license review the VDOE guidelines (hyperlink). Please contact your education advisor for more information.

Question: I know I am responsible for keeping up with program requirements but how can I make sure that I do not miss something?

Answer: Thoroughly read this *Handbook*, meet with your academic advisor every semester, keep your copy of your program sheet up-to-date, review Degree Works, and check the Office of Clinical Experiences website frequently for updates on license requirements.

Question: How do I cancel my student teaching placement?

Answer: Contact Office of Clinical Experiences at 757-683-3348 and your advisor; you will also need to notify _____ by e-mail at _____. (The teacher candidate will need to submit a new application and fee for student teaching placement by the established deadlines.)

Approved Program Completer

All courses, assessments, and student teaching MUST be completed to be considered an approved program completer and your *College Verification Form* for a Virginia Department of Education license to be signed YES. Choosing to accept a full time position instead of completing all education and/or content courses, all required assessments for licensure, and/or student teaching required for the Old Dominion University state-approved program will result in the college verification form for a Virginia Department of Education license being signed as “No, you did not complete a state-approved preparation program”. If you plan to relocate outside of Virginia, it is highly recommended that you complete the ODU state-approved program (all content and education courses, required assessments, and student teaching) components needed for licensure. The vast majority of states that you will be relocating to will require a College Verification Form stating that you have “completed a state-approved preparation program”, including student teaching. Experience in public schools or teaching on a provisional license, does not meet the requirement of student teaching as a “state-approved program”.

NCATE/CAEP accreditation

NCATE/CAEP accreditation informs the public that an institution has a professional education unit that meets state, professional, and institutional standards of educational quality. (2) The decision rendered by NCATE when an institution’s professional education unit meets NCATE’s standards and requirements.

Appendix

Glossary of Terms

Alternate Route to Licensure: This term applies to a nontraditional route to licensure available to individuals who meet the criteria specified by the VDOE regulation 8VAC20-22-90.

Approved Program: Referred to a professional education program recognized as meeting state standards for the content and operation of such programs so graduates of the program can will be eligible for state licensure. The Virginia Board of Education has the authority to approve programs in Virginia.

CAEP: Council for the Accreditation of Educator Preparation.

Candidates: Individuals admitted to, or enrolled in, programs for the initial or advanced preparation for teachers, teachers continuing their professional development, or other school professionals. Candidates are distinguished from students in P-12 schools.

Collegiate Professional License: A five-year, renewable license available to an individual who has satisfied all requirements for licensure, including the professional teacher’s assessments prescribed by the Virginia Board of Education.

Conceptual Framework: An underlying structure in a professional education unit that gives conceptual meaning to the unit’s operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Content Area Coursework: Courses completed at the undergraduate level (i.e., two-year or four-year institution) in English, the humanities, history and social sciences, the sciences, mathematics, health and physical education, and the fine arts.

Field Experiences: Field experiences occur in settings such as public schools and accredited private schools.

License: The official recognition by a state government agency that an individual has met certain qualifications specified by the state is, therefore, approved to practice in an occupation as a professional. The term “license” may also be referred to as certificate or credential.

NCATE: National Council for Accreditation of Teacher Education.

Postgraduate Professional License: A five-year, renewable license available to individuals who hold an appropriately earned degree from a regionally accredited institution.

Professional Dispositions: This term is referred to the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues and communities. These positive behaviors support student

learning and development. NCATE/CAEP expects institutions to assess professional dispositions based on observable behavior in educational settings. The two professional dispositions that NCATE/CAEP expects institutions to assess are fairness and the belief that all students can learn. Based on mission and conceptual work, the professional education Units can identify, define, and operationalize additional professional dispositions.

Provisional License: A non-renewable license valid for a period not to exceed three years issued to an individual who has deficiencies for full licensure as set forth by the Virginia Board of Education licensure regulations. The individual must have a minimum of an undergraduate degree from a regionally accredited college or university (with the exception of those individuals seeking the Technical Professional License.) the Provisional License will be issued for three years. Individuals must complete all requirements for a renewable license within the validity period of the license, per VDOE guidelines.

Renewable License: A license issued by the Virginia Department of Education for five years to an individual who meets the requirements specified in the Virginia Board of Education regulations.

Old Dominion University Support Services/Resources

There are many support services and resources to take advantage of as an ODU student, either on-campus or distance learning. An ODU ID card and registration with various departments/offices may be required to utilize these services.

Service/Office:

Phone Number:

Admissions Office

757-683-3685

[Admission](#)

1004 Rollins Hall

Academic Continuance

757-683-3773

[Academic Continuance](#)

2008 Student Success Center in Perry Library

advisor@odu.edu

Career Development Services

757-683-4388

[Career Development Services](#)

1-800-937-6381 (toll free)

2202 Webb University Center

[cgs@odu.edu](mailto:cds@odu.edu)

Career and Advising Resource Center

757-683-4789

Darden College of Education

1107 new Education Building

Center for Major Exploration

757-683-4805

[Center of Major Exploration](#)

1500 Webb University Center

cme@odu.edu

Commencement Office

[Commencement Office](#)

commencement@odu.edu

College of Arts and Letters

757-683-4338

[College of Arts and Letters](#)

Dr. Janet Katz, Associate Dean

9000 Batten Arts & Letters Building

College of Science College of Science Dr. Terri Mathews, Associate Dean 135 Oceanography & Physics Building	757-683-5201
Counseling Services Office of Counseling Services - Old Dominion University 1526 Webb University Center	757-683-4401
Educational Accessibility Office Educational Accessibility Office 1021 Student Success Center in Perry Library	757-683-4655
English Language Center English Language Center 1108 Dragas Hall elc@odu.edu	757-683-4424
Financial Aid Office Financial Aid 2002 Rollins Hall finaid@odu.edu	757-683-3683
Finance Office Finance 2003 Rollins Hall tuition@odu.edu	757-683-3030
Graduate School Graduate School 2019 Koch Hall graduateschool@odu.edu	757-683-4885
Housing & Residence Life Housing & Residence Life 1208 Virginia House 4603 Elkhorn Ave. housing@odu.edu	757-683-4283

Information Technology Services Information Technology Services 4300 Engineering & Computational Science Bldg. itshelp@odu.edu	757-683-3189
Intercultural Relations Office Intercultural Relations 2109 Webb University Center	757-683-4406
Leadership & Student Involvement Leadership & Student Involvement 1071 Webb University Center Studentinvolvement@odu.edu	757-683-3446
Math and Science Resource Center Math & Science Resource Center 131 Oceanography & Physics Bldg. astephen@odu.edu	757-683-6776
Military Connection Center Military Connection Center 1000 Student Success Center military@odu.edu	757-683-7153
Military Career Transition Program (MCTP): Virginia Teaching Licensure MCTP mctp@odu.edu	757-683-4789
NORTHSTAR Praxis Core Tutorials Free web-based tutorial Register by sending email to: csmith@odu.edu or sdeutsch@odu.edu	757-683-3348
ODUOnline ODUOnline Gornto Building	757-683-3726 1-800-968-2638

Peer Educator Program – Tutoring & Mentoring Peer Educator Program 2016 Student Success Center	757-683-7093
Prior Learning Assessment Prior Learning Assessment 1105 Student Success Center priorlearning@odu.edu	757-683-6554
Recreation and Wellness Recreation and Wellness 1207 Student Recreation Center 4700 Powhatan Ave., Ste. 1207 recwell@odu.edu	757-683-3384
Student Conduct & Academic Integrity Student Conduct & Academic Integrity 2122 Webb University Center oscai@odu.edu	757-683-3431
Student Engagement & Enrollment Services Student Engagement & Enrollment Services 2008 Webb University Center oducares@odu.edu	757-683-3442
Student Outreach & Support (S.O.S.) Student Outreach & Support 2008 Webb University Center	757-683-3442
Student Health Services Student Health Services 1007 Webb University Center	757-683-3132
Student Success Center Student Success Center Perry Library	757-683-3699

Student Support Services Student Support Services 1104 Student Success Center	757-683-3582
Office of Clinical Experiences Office of Clinical Experiences 2345 Education Building	757-683-3348
The Writing Center Writing Center 1307 Learning Commons in Perry Library	757-683-4013
Transportation and Parking Services Transportation and Parking Services 100 Parking Garage A 4310 Elkhorn Avenue parking@odu.edu	757-683-4004
University Card Center University Card Center Webb University Center cardcenter@odu.edu	757-683-3508
University Registrar Registrar 1009 Rollins Hall register@odu.edu	757-683-4425
University Testing Center University Testing Center 1105 Student Success Center universitytesting@odu.edu	757-683-3697
University Libraries ODU Library Perry Library & other locations	757-683-4154

University Village Bookstore University Village Bookstore 4417 Monarch Way odu@bkstr.com	757-683-0048
Veterans Services Veterans Services 1009 Rollins Hall vaservices@odu.edu	757-683-4425
VISA: VISA & Immigration Services Advising VISA & Immigration Services Advising 2006 Dragas Hall intlstu@odu.edu	757-683-4756
Webb Information Desk Webb Information Desk 1071 Webb University Center	757-683-3446
Women's Center Women's Center 1000 Webb Center womenctr@odu.edu	757-683-4109

Acknowledgement

Students who complete the IDS-Teacher Preparation baccalaureate degree and enroll in a post-baccalaureate endorsement program, are not eligible to enter the MSED Elementary Education Fifth Year Program at Old Dominion University once the student teaching component of the post-baccalaureate endorsement program is completed and become eligible to earn the Virginia teaching license. However, a student may be eligible to enter other master's degree programs available at Old Dominion University, provided the admission requirements are met at such time when applying to the specific graduate program or when submitting a request to change to another graduate program.