

## **Lock I Admission to the Program**

The first set of requirements which the teacher candidate must fulfill in relation to admission to the education major is collectively called, “Lock I.”

## **Lock I Admission Criteria**

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

### **Area I: Program Requirements and Criteria**

<b>Requirement</b>	<b>Criteria</b>								
Lock I Application	<ul style="list-style-type: none"><li>• The teacher candidate will apply for admission to Lock I during enrollment in EDUC 3003 Effective Methods for the Elementary School/Field Experience <b>or</b> EDUC 3123 Effective Methods for the Secondary School/Field Experience <b>or</b> EDUC 3663 Effective Methods for Early Childhood Education/Field Experience.</li><li>• The teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics.</li><li>• The teacher candidate must have a minimum cumulative grade point average (GPA) of 2.5.</li><li>• The teacher candidate must successfully complete the three tests comprising Praxis I, Written or Computer Versions, with the following minimum respective scores:<table border="1" data-bbox="829 1167 1279 1310"><thead><tr><th>Praxis I Test</th><th>Minimum Score</th></tr></thead><tbody><tr><td>Reading</td><td>175</td></tr><tr><td>Writing</td><td>173</td></tr><tr><td>Math</td><td>172</td></tr></tbody></table></li></ul> <p><b>It is imperative that the 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.</b></p> <ul style="list-style-type: none"><li>• The teacher candidate must be within 80 hours of the completion of the education curriculum.</li></ul>	Praxis I Test	Minimum Score	Reading	175	Writing	173	Math	172
Praxis I Test	Minimum Score								
Reading	175								
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Program Completion Proposal	With the assistance of the respective advisor, the teacher candidate will prepare a curriculum sequence proposal indicating that all course work will be completed prior to the semester the teacher candidate is enrolled in EDUC 4608, Clinical Experience I and EDUC 4618, Clinical Experience II. The proposal should designate the respective courses planned for completion during each semester remaining in the teacher candidate’s schedule. Copies of this proposal should be forwarded to the Coordinator of Teacher								

	<p>Education and the teacher candidate's advisor. The teacher candidate should also retain a copy for personal reference. Any exceptions to this policy must be requested by the teacher candidate and reviewed on an individual basis.</p>
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**Area II: Performance Requirements and Criteria**

<p>Interview/Portfolio Review</p>	<ul style="list-style-type: none"> <li>• The teacher candidate will be interviewed by a committee comprised of professional educators from the community and an education teacher candidate representative selected by the faculty of the School of Education. The 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 an ethic of care (INTASC/SWU Principle 11).</li> <li>• The teacher candidate will also present the electronic portfolio to the committee demonstrating that competency has been met in relation to content and methodology (INTASC Principle 1); instructional planning (INTASC Principle 7); and an ethic of care (INTASC/SWU Principle 11). The teacher candidate will also include evidence that competency has been met at the level of "Basic" on the <u>modified</u> ADEPT Performance Standards 4-9 as evaluated as part of the respective Effective Methods/Field Experience course (INTASC Principle 1).</li> <li>• The teacher candidate will complete and include in the portfolio the <i>Pre-Teacher Candidate Dispositions Self Assessment</i> 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" (INTASC/SWU Principle 11). 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.</li> </ul>
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**Area III: Content Requirements and Criteria**

<b>Requirement</b>	<b>Criteria</b>
Field Component Assessment	<p>The <i>Initial Assessment of the Pre-Teacher Candidate</i> form must be completed by the student’s instructor <u>and</u> Cooperating Teacher for EDUC 3003 Effective Methods for the Elementary School/Field Experience <b>or</b> EDUC 3123 Effective Methods for the Secondary School/Field Experience <b>or</b> EDUC 3663 Effective Methods for Early Childhood Education/Field Experience. The teacher candidate must be assessed at the level of “Basic” on four of the following INTASC and Southern Wesleyan University principles, <u>one of which must be Principle 11</u></p> <ul style="list-style-type: none"> <li>Principle 1 Content and Methodology</li> <li>Principle 4 Instructional Strategies</li> <li>Principle 6 Communication Techniques</li> <li>Principle 7 Instructional Planning</li> <li>Principle 9 Reflective Practices</li> <li>Principle 11 Dispositions</li> </ul>
Faculty Recommendations	<p>The <i>Faculty Recommendation for the Teacher Candidate</i> form must be completed by two faculty members chosen by the teacher candidate from among those who have instructed the teacher candidate in English and a general education course. The student’s academic advisor will also complete this form. This form requests the assessor’s rating of the teacher candidate in the areas of scholarship and dispositions related to an ethic of care. The teacher candidate must receive a holistic 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 (INTASC Principle 1 and INTASC/SWU Principle 11).</p>

**Lock I Timeline  
Pre-Teacher Candidate's Third Semester**

<b>*Month</b>	<b>Admission Requirement</b>
<b>August/January</b>	<b>Pass Praxis I</b> <b>Application to Lock I</b> <b>Signature on the Code of Ethics</b> <i>Pre-Teacher Candidate Dispositions Self-Assessment</i>
<b>October/March</b>	<b>Oral Presentation/Interview/Portfolio Presentation</b>
<b>November/April</b>	<i>Faculty Recommendation of the Pre-Teacher Candidate</i> <b>English Instructor</b> <b>General Education Course Instructor</b> <b>Academic Advisor</b> <i>Initial Assessment of the Pre-Teacher Candidate</i> <b>Field Experience Cooperating Teacher</b> <b>Effective Methods Instructor</b>
<b>December/May</b>	<b>Field Experience Evaluations</b> <b>ADEPT Performance Standards 4-9 Evaluations</b>

\*The month in which each of the admissions requirements is assessed is dependent upon the semester in which the teacher candidate is enrolled in the respective initial Effective Methods/Field Experience course.