Teacher Education Services

http://www.odu.edu/tes
152 Education Building
757-683-6448

Leigh Butler, Assistant Dean

The staff in the Office of Teacher Education Services and Advising (TES) in the Darden College of Education supports teacher education programs in the College of Arts and Letters, the College of Science, and the Darden College of Education. In this role of support, the mission of the Office of TES is to provide, facilitate, promote, and uphold the standards of Old Dominion University to grant undergraduate and graduate degrees with a teacher education emphasis in the following areas:

- PreK-3
- PreK-6
- 6-8
- 6-12
- K-12
- guidance and counseling, and
- speech-language.

The emphasis areas are accredited by the Council for the Accreditation of Education Preparation (CAEP), the Council on Accreditation of Counseling and Related Program (CACREP), American Speech Language and Hearing Association (ASHA), and approved by the Virginia Department of Education (VDOE).

The TES staff is committed to serving candidates pursuing a professional education emphasis through their respective college’s academic departments and fostering a process with the following features:

- academic advisement of prospective teacher candidates pursuing an undergraduate or graduate degree with a professional education, including development of appropriate academic plans;
- promotion of professional education, including informing candidates of scholarship and study abroad opportunities, as well as credentialing requirements;
- communication with prospective teacher candidates regarding admissions, continuance, and exit requirements for their respective education degree and initial licensure programs; and
- facilitation of the placement of field experiences for teacher candidates in appropriate K-12 classroom settings in order to meet observation, practicum, and student teaching internship requirements.

Prescribed Virginia Board of Education Assessment for Admission to an Approved Teacher Education Program

Old Dominion University students seeking admission to an approved teacher education program must satisfy the Virginia Board of Education Required Assessment for Admission to an Approved Teacher Education Program. This requirement can be satisfied by meeting a passing score in one of the selected criteria below:

1. Passing Praxis I composite score of 532 by December 31, 2013; or
2. Passing Praxis Core Academic Skills Tests beginning January 1, 2014: Reading Score of 156, Writing Score of 162, and Mathematics Score of 150; or
3. Approved substitute test scores:
   a. SAT score of 1000 with at least 450 verbal and 510 mathematics taken prior to April 1, 1995; or
   b. SAT score of 1100 with at least 530 verbal and 530 mathematics taken after April 1, 1995; or
   c. ACT composite score of 21 with ACT mathematics score of at least 21, and ACT English plus Reading score of at least 37, taken prior to April 1, 1995; or
   d. ACT composite score of 24 with ACT mathematics score of at least 22, and ACT English plus Reading score of at least 46, taken after April 1, 1995; or
   e. Praxis I Math test score of 178 by December 31, 2013 and a composite Virginia Communication and Literacy Assessment (hereafter referred to as the VCLA) score of 470; or
   f. Praxis Core Academic Skills Mathematics test score of 150 beginning January 1, 2014 and a VCLA score of 470; or
   g. SAT Mathematics test score of at least 510 taken prior to April 1, 1995 and a VCLA score of 470; or
   h. SAT Mathematics test score of at least 530 taken after April 1, 1995 and a composite VCLA score of 470; or
   i. ACT Mathematics test score of at least 21 taken prior to April 1, 1995 and a composite VCLA score of 470; or
   j. ACT Mathematics test score of at least 22 taken after April 1, 1995 and a composite VCLA score of 470.

Note: ACT scores taken prior to 1989 are not valid.

For the most current information on the prescribed Virginia Board of Education admission assessment, visit the Teacher Education Services website, http://www.odu.edu/tes and review the Teacher Education Handbook.

Early Field Experiences

1. A candidate may be eligible to participate in the practicum field experience required by the course if they have been admitted into an approved teacher education program. In addition, candidates must continue to meet the GPA for their individual programs, professional education courses, and minimum grade requirements, along with other course prerequisites.
2. A negative tuberculin screening test is required prior to the start of any field experiences, to include observation and practicum. Candidates must have a copy of the negative tuberculin screening test on hand at all times.
3. A provisionally licensed teacher may participate in an early practicum course if they are currently employed with a school division, have a letter from the Virginia Department of Education listing the course as a needed requirement, and have passing Virginia Communication and Literacy Assessment scores (VCLA). The provisionally licensed teacher will have to meet all the requirements of the course as stated in the syllabus.

We are committed to developing candidates skilled in teaching students of all cultural and socioeconomic backgrounds. Thus, candidates must complete their early practica in a public or private school that has been accredited by the Virginia Department of Education. Thus, teacher candidates may request specific school districts and schools. However, these requests are informal and ARE NOT guaranteed. Candidates may not contact school district personnel in order to request or obtain a placement. Candidates may not complete their practicum at a school where a relative is attending or working. Candidates are required to disclose this information on the on-line application.

Teacher Candidate Internship

The teacher internship is the culminating experience in the teacher education programs. This experience is a crucial part of a candidate’s preparation to becoming a professional educator. During the teaching internship experience, candidates observe the operation of schools; analyze the implementation of curricula and instructional strategies; observe the growth and development of students; assist with classroom and extracurricular activities; and ultimately assume responsibility for the academic instruction and management of the classroom. Candidates’ work is evaluated by clinical faculty (cooperating teachers in the schools, in conjunction with University supervisors).
To be eligible to participate in the teaching internship experience, the candidate must have been admitted into an approved teacher education program. Applications for the Fall student teaching semester are due February 1. Applications for the Spring student teaching semester are due August 1. Individuals who submit late applications will not receive placement. This requires that the candidate pass the prescribed Virginia Board of Education Assessment for Admission into an Approved Teacher Education Program (see scores above). In addition, candidates must meet the GPA requirements for their individual programs, professional education GPA requirements, and minimum grade requirements. Also, candidates must pass the Praxis II exam in their content area if one is required by the Virginia Department of Education for licensure, and the Virginia Communication and Literacy Assessment (VCLA), prior to the teacher candidate internship orientation. Candidates in the PreK-3, PreK-6, and Special Education programs must pass the Reading for Virginia Educators (RVE) Assessment prior to the teacher candidate internship. (Candidates who previously passed the VRA do not need to take the RVE). All assessments must be on file in the Teacher Education Services and Advising Office, room 152 Education Building, prior to the teacher candidate internship orientation — no exceptions.

The TES staff are committed to supporting the development of candidates skilled in teaching students of all cultural and socioeconomic backgrounds. Thus, teacher candidates may complete their teaching internships in public or private schools that have been accredited by the Virginia Department of Education or other State Department of Education. Candidates may request specific school districts and schools. These requests are informal and are not guaranteed. Candidates may not contact school district personnel in order to request or obtain a placement. Candidates may not complete their internship at a school where a relative is attending or working. Candidates are required to disclose this information on the student teaching application. If a candidate is placed at a school where a relative is located, the candidate will be removed from the placement and will have to complete the internship the following semester. All assessments for student teaching must be in the Teacher Education Services Office (152 Education Building) by August 1 before Fall orientation and January 3 before Spring orientation for student teaching. All coursework must be completed with the required program grades, prior to the beginning of the teacher candidate internship orientation. Candidates may not student teach in the schools where they attended/graduated from high school.

A negative tuberculin screening test is required prior to the teacher candidate internship. Prospective candidates are required to provide authorization for the release of any disciplinary action that is contained in their student records. Prior to placement, candidates may be required to complete the Virginia State Police Criminal History Check (SP230), the Child Protective Service Central Registry Release of Information (032-02-1515/1), and a fingerprint check by the school district. Candidates may be liable for all costs incurred. All candidates are required to review the Teacher Education Services website information for districts requiring background-checks (http://www.odu.edu/success/academic/teacher-education/placement/background-checks). Additionally, prospective teacher interns should avail themselves of liability or tort insurance, which can be obtained through membership in the Student Virginia Education Association of Old Dominion University.

**Virginia Troops to Teachers**

113 Education Building
757-683-3327, 1-800-560-4317
http://www.odu.edu/troopstoteachers

Joseph Wargo, Director

Troops to Teachers (TTT) was established in 1994 as a Department of Defense program and is managed by the Defense Activity for Non-Traditional Education Support (DANTES) in Pensacola, Fl. Old Dominion University is the headquarters for Virginia TTT with all Commonwealth of Virginia institutions of higher learning participating in the program. The primary objective of TTT is to help recruit quality teachers for schools that serve low-income families throughout the United States. TTT helps relieve the teacher shortages, especially in math, science, special education and other high-need subject areas, and assists military personnel in making a successful transition to a second career in teaching.

TTT provides a $5,000 stipend to assist military personnel who are retired, within one year of retiring with an approved retirement date, or honorably discharged with six or more years of service and willing to obligate in the active reserves on a three-year contract. The stipend may be used to pay for any approved teacher licensure program in any state above the required bachelor’s degree at any accredited college. The stipend may not be used for training principals, guidance counselors or ROTC instructors. TTT participants are obligated to teach for three years in a high-need school district.

Participants hired to teach in a setting where 50% or more of the students receive free or reduced lunches or their Individual Disability Education Act (IDEA) percentage is 13.5% or more are eligible for a $10,000 bonus. Acceptance of any monies obligates the Troops to Teachers participant to teach for three years in a high-need school district.

**Virginia Department of Education Career Switcher Program**

122 Education Building
757-683-4686, 1-800-262-0009
www.odu.edu/careerswitcher

Fran Puchalski, Co-Director

Lisa Temple, Co-Director

The Old Dominion University Programs for Continued Learning has offered the Career Switcher Program on behalf of the Virginia State Department of Education since 1999. The General Assembly requested that the Board of Education develop an alternative pathway to teaching which would positively impact Virginia’s teacher shortages. ODU was approached by the Department of Education to create and run the state’s pilot Career Switcher Program. Since then, our program has trained hundreds of Career Switchers who have gone on to be valued educators in school districts statewide. Varied program formats allow for extremely accelerated training, while accommodating participants who wish to remain employed in their current jobs while pursuing teacher licensure.

Level I preparation in instructional skills and classroom management is specific to content area and focuses on the “survival skills” of everyday classroom teaching. Opportunities for in-school observation offers participants the opportunity to make contacts in school districts while gaining knowledge about teacher responsibilities and instructional strategies.

The ODU Career Switcher Program, while offered in a non-credit format, will transfer six hours of experiential graduate academic credit toward a Master of Science in Education degree through the Darden College of Education. Career Switchers who engage in additional coursework may qualify to transfer more than six hours pending program approval.

Upon completion of Level I preparation, ODU Career Switchers will receive a Provisional License which qualifies them to teach in the Commonwealth of Virginia. The renewable Collegiate Professional Teacher License will be issued upon completion of Level II.

**Programs for Continued Learning**

122 Education Building
757-683-4686, 1-800-262-0009
http://education.odu.edu/pcl/

Fran Puchalski, Co-Director

The department operates as the continuing education operation for the Darden College of Education. In this capacity, the office provides professional and personal noncredit programs. Program offerings range from alternative teacher certification, short courses, workshops, and institutes as well as offering educational training and conferences for educators and
The services we provide assist individuals seeking to gain knowledge and individual satisfaction in their professional and private lives.

The Child Study Center

139 Child Study Center
757-683-3081
http://education.odu.edu/esse/academics/specprog/lions.shtml

Jane Elyce Glasgow, Director

The Lions Child Study Center, located on Hampton Boulevard on the Old Dominion University campus, serves as a cooperative link among the University, community, and early childhood, special education and speech pathology/audiology programs of the University. In conjunction with its mission of urban outreach, the center provides in-service education, consultation, and clinical services to the local community, agencies, institutions, and school systems. In addition to serving as a visible community resource for referral and information, the center also conducts on-site demonstrations for training and informational exchange, provides parent training, tutorial and assessment services, and develops intervention and service models.

Programs for Children

Mission Statement

Old Dominion University’s primary purpose in the children’s programs at the Child Development and Child Study Centers is to train teacher candidates and provide a setting for research conducted by the University community. A secondary mission is to provide exemplary child care for the greater Hampton Roads community.

The Child Development Center

The Old Dominion University Child Development Center is a full-service, full-time program offering quality care for children ages eight weeks through kindergarten. In each of seven classrooms, a lead teacher is assisted by practicum students from early childhood and other academic areas of study. The lead teacher is a master’s-level professional, trained to be knowledgeable about and attentive to the individual needs of children. Teacher aides also are employed to work in the center and are chosen from students in various disciplines who are trained and interested in working with young children. The Child Development Center provides care for children 49 weeks of the year from 7:30 a.m. to 5:30 p.m. and is housed in two locations: 1520 West 48th Street (the five classes for younger children) and the Child Study Center on 45th Street (the two classes for the oldest children).

The Preschool/Kindergarten Program

The Preschool/Kindergarten Program operates three hours a day, five days a week and emphasizes developmentally appropriate practices for children ages 3-5. The overall curriculum includes art, music, science, reading and math readiness, physical education, and computers. Children of kindergarten age are given a specific readiness program in preparation for their entrance into first grade. Lead teachers are assisted by graduate practicum students from early childhood education, as well as students from other academic areas of study, including speech-language pathology, psychology, leisure studies, elementary education and special education.

Speech and Hearing Clinic

Lions Child Study Center
757-683-4117
http://education.odu.edu/shc/

The Speech and Hearing Clinic including the Scottish Rite Center provides diagnostic and remedial clinical services to speech-language and hearing impaired children and adults. It operates on a twelve-month, five day per week schedule. Referrals are accepted from medical and educational agencies. Speech-language services are provided by advanced undergraduate and graduate student clinicians in Old Dominion University’s speech-language pathology program who are supervised by ASHA certified clinical faculty members. Audiology services are provided by clinical faculty members holding ASHA certification and by student clinicians who are supervised by these clinical faculty members.