



Walsh University
Division of Education
Teacher Preparation Essay Writing Session

Writing SCALE

4.5 points – 9 points = PASS

0 points – 4 points = NOT PASSING

Candidates who do not pass the essay will have an opportunity to re-write and re-submit their document.

You may not use any prepared notes during the writing session.

Preparing the Text

- A cover sheet is required and should include:
 - 1) the title Teacher Preparation Essay
 - 2) your name and today’s date
- You may number your pages but do not include your name with the page numbers
- You may write in first person, but do not include your name anywhere in the essay
- Specifically identify in each paragraph the 2 dispositions and 2 standards you plan to discuss
- Double-space for at least 4-6 pages of content
- Have an appropriate introduction including the prompts you have chosen below
- Have an appropriate conclusion (summarize)

PROMPT

Select two Division of Education Candidate Dispositions (listed below) and two Ohio Educator Standards (listed below) and describe:

(1) why each is important to teaching

AND

(2) how you will demonstrate each as a classroom teacher

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Walsh Candidate Dispositions

- Fairness to all students
- A belief that all students can learn
- Commitment to the success of all students
- Enthusiasm for teaching and learning
- Service to others with a willing spirit

Ohio Educator Standards

Standard 1

Teachers understand student learning and development, and respect diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.
- Teachers model respect for students' diverse cultures, language skills, and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities, and at-risk students in order to assist in appropriate identification, instruction, and intervention.

Standard 2

Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions, and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.

Standard 3

Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes, and the data they generate.
- Teachers select, develop, and use a variety of diagnostic, formative, and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate, and modify instruction.
- Teachers collaborate with and communicate student progress with students, parents, and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

Standard 4

Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.

Standard 5

Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive, and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively, and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

Standard 6

Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.
- Teachers collaborate effectively with other teachers, administrators, and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

Standard 7

Teachers assume the responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements, and student achievement.