

2023-2024

**Student Teaching Handbook
Ohio Wesleyan University**



Last updated January 9, 2024

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Introduction

Student Teaching is the culminating experience in the Student Teaching program. This Handbook is a guide for our candidates, cooperating teachers, college supervisors, and all other professionals involved in this critical phase of the teacher education program at Ohio Wesleyan University. It is designed to clarify policies, procedures, and responsibilities for everyone involved in the clinical practice experience.

We highly recommend that all participants in Student Teaching thoroughly read this Handbook and become familiar with everyone's responsibilities. This will help us work as a team so we ensure the success of each teacher education candidate.

A Message from the Department Faculty

Ohio Wesleyan University has been preparing teachers for the nation's schools for over one hundred years. In the context of Ohio Wesleyan's liberal arts tradition, the Education Department of today has blended our rich heritage in teacher education with the knowledge and innovations of the present to create a rigorous, practice-oriented program. We congratulate you as you begin your student teaching semester, the final step in your teacher education program. We hope this experience will launch you on a long and successful career as a teacher.

Teacher Education Program Mission Statement

The mission of the Teacher Education Program at Ohio Wesleyan University is to prepare *competent, committed, professional teachers for diverse, democratic society* who know how to create developmentally appropriate programs for all learners in a variety of settings so that these students become self-disciplined, independent, lifelong learners who think critically and creatively. Specifically, the Unit's curriculum is designed to develop teachers who:

- are knowledgeable of and enthusiastic about content and how to effectively convey essential concepts and ideas in cognitively engaging ways.
- make effective decisions about curriculum, use of technology, and instructional methods, based on solid understanding of human development and content as well as knowledge of research on best practices in the education of all learners.
- interact and communicate effectively with all students.
- assess and evaluate the growth of all learners using multiple sources of data.
- communicate effectively and work cooperatively with all parents, school personnel and community agencies.
- believe all students can learn.
- affirm their commitment to democratic ideals as the foundation of all teaching and learning.
- act professionally and ethically.
- manifest commitment to self-reflection and life-long professional learning.

Candidates in the program are expected to demonstrate commitment to the intellectual, social, emotional, and physical growth of all learners as well as their own personal growth as a competent, committed, professional educator; to advocate on behalf of PreK-12 students, families and the education profession; and to articulate the desire to become future educational leaders.

Opportunities for Education Students

Loan Forgiveness Program for Teachers

The Federal Teacher Loan Forgiveness Program is intended to encourage individuals to enter and continue in the teaching profession. Under this program, if you have federal student loans and you meet certain qualifications, you may be eligible for forgiveness of up to \$17,500 on specified loans. For specific information, check out the link below. <https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher>

Outstanding Senior Award

At the end of each academic year during the Student Teaching Celebration, the Education Department recognizes two students, one from the Inclusive, Elementary, or Special Education majors, and one from the Middle Childhood, Adolescence to Young Adult, and Multi Age majors, as “outstanding teacher education students with the potential to make a substantial contribution to the profession of teaching.” The students receive a cash prize, a certificate from the department, and their names are recorded on a plaque hung in the department office.

Eligibility

To be eligible for the award, the student must demonstrate:

- Instructional excellence (CPAST, edTPA, and OWU Dispositional Assessment)
- High level of commitment to profession (going above and beyond requirements)
- Professional behavior
- Outstanding peer mentoring/leadership, and
- Student must be on track to complete student teaching and graduate during the academic year of the award.

Once nominated, the nominee must submit:

- One letter of recommendation from a cooperating teacher in either a student teaching or a field placement.

Kappa Delta Pi

Kappa Delta Pi is the Education Honorary. The alpha alpha chapter at Ohio Wesleyan was founded in 1923. The mission of the alpha alpha Chapter is to promote scholarship, improvement in teaching, and promote a sense of community in the Education Department. Membership is by invitation. To be considered for membership, you must meet these criteria:

1. Be enrolled in an institution offering an education degree and have the intent to continue academically and professionally in the field of education.
2. completed at least 18 credit hours of course work; have at least 6 credit hours in education course work programmed, in progress, or completed;
3. cumulative GPA of 3.0 or greater for an undergrad;
4. demonstrate leadership attributes;
5. receive an invitation to membership from the chapter at the college currently attending.

Invitations for membership are sent to qualifying students prior to the initiation ceremony each semester. Interested invitees must complete the required application and pay all international and chapter dues online by the requested date. Initiation Ceremonies take place at least once per year.

Questions about KDP can be directed to the Faculty Counselor Dr. Nobel.

Curriculum Resource Center (CRC)

The CRC houses a collection of over 12,000 educational resources available for loan to Ohio Wesleyan students. Located in Phillips Hall room 211, the collection includes children's trade books, K-12 educational text books and periodicals, reference works, and teaching materials as well as audio visuals and equipment. The cataloging system is electronically connected to Beeghly Library. The Resource Center is staffed by student workers who provide assistance to students seeking resources to support their teaching.

Hours: 12:00 p.m. to 4:00 p.m. Monday – Thursday (subject to change)

For Information, call: 740-368-3557

Education Department Contact Information Department Faculty

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Ohio Wesleyan University
Teacher Education/ Licensure Program

Preparing Competent, Committed, Professional Teachers for a Diverse, Democratic Society

Summary of Conceptual Framework

The Ohio Wesleyan University teacher education program has been educating teachers for over one hundred years. Grounded in the liberal arts, the program is organized around three themes: Content Knowledge, Teaching and Learning, and Character and Professionalism. These themes are supported by current research and are aligned with state and national accreditation standards, including the Ohio Standards for the Teaching Profession, the Council for the Accreditation of Educator Preparation (CAEP), and various nationally recognized professional organizations (See Appendix A for how these standards are aligned with each other).

First, we believe that a strong liberal arts focus, coupled with an in-depth understanding of subject matter knowledge, is a vital prerequisite for successful teaching. This knowledge helps teachers conceptualize content so that it is comprehensible and cognitively engaging to all their students. Thus, successful teaching requires a broad, vigorous, and integrated liberal arts education.

However, knowledge of subject matter is not enough. We believe teachers must also possess a thorough knowledge of learners and the learning process. They need to master pedagogical skills and understand human development so they can make complex ideas and concepts accessible to all learners. They must know how to evaluate what they do so they can adjust their teaching to meet the ongoing needs of their students. They learn to value the necessity of developing an instructional context that is supportive and nurturing, yet filled with high expectations for student achievement. The judicious use of technology undergirds this process.

Finally, we believe teachers must be reflective practitioners who are convinced that all students can learn. They believe that the future of our society requires them to embrace a democratic mission founded on multiethnic, multiracial, and multinational relationships. They also are confident that they possess the essential knowledge, skills, and dispositions to ensure this mission is fulfilled.

In short, the ultimate goal of the Teacher Education Program at Ohio Wesleyan University is to foster learning in all students — pre-kindergarten through undergraduate — that will lead to the creation of informed, critical thinkers who will contribute meaningfully and ethically to our democratic society.

Ten Learning Outcomes for Teacher Candidates

The following are specific proficiencies and dispositions we seek to develop in our candidates for licensure:

We believe that becoming a *competent, committed, professional teacher for a diverse democratic society* requires:

- 1) *knowledge* of disciplines being taught and the *ability* to organize, integrate, and convey knowledge so that it is comprehensible to all students. (Theme One)
- 2) *knowledge* of human development, motivation, and learning, as well as the individual and contextual factors that guide one's *ability* to develop instruction that is appropriate for all students. (Theme Two)
- 3) *knowledge* of classroom organization, management, and curriculum, and the *ability* to design, implement and manage the learning environment in ways that support active student learning and independence. (Theme Two)
- 4) *knowledge* of a variety of instructional strategies and materials, including technology, that encourage student problem-solving, critical thinking and independent learning, and the *ability* to select and implement instructional strategies that account for and adapt to all contexts, learners, and content. (Theme Two)
- 5) *knowledge* of a variety of assessment strategies that are embedded in instruction and the *ability* to use formative and summative assessments to monitor and evaluate student learning, as well as to inform one's own teaching. (Theme Two)

Additionally, candidates develop the following dispositions that characterize *competent, committed, professional teachers for a diverse, democratic society*:

- 6) commitment to teaching as a viable, honorable profession. (Theme Three)
- 7) the importance of fostering collaborative relationships with colleagues, families and the larger community. (Theme Three)
- 8) the importance of affirming one's efficacy as it relates to student learning. (Theme Three)
- 9) the understanding that the democratic ideals of a multicultural society are foundational to all teaching and learning. (Theme Three)
- 10) the importance of engaging in reflective practice and continuous professional development. (Theme Three)

Education Department Programs

Ohio Wesleyan offers programs preparing students for teacher licensure at the Pk-grade 5 level, middle school, and high school levels. Students working toward the Inclusive Elementary, Elementary, Middle Childhood, Integrated Science or Special Education licenses pursue an OWU major in Education. Students pursuing one of the other two licenses will double-major in another department at Ohio Wesleyan and AYA or MA Education. Ohio Wesleyan has programs leading to the following State of Ohio teacher licenses:

Majors

Elementary Education leads to a Primary License, Grades PK-5.

Inclusive Elementary Education leads to Dual Licensure:

Primary License, Grades PK-5 AND Intervention Specialist, Grades PK-5

Special Education leads to an Intervention Specialist License, Grades K-12.

Middle Childhood leads to a Middle Childhood License, Grades 4-9.

The State Department of Education requires two of the following four concentrations:

Reading and Language Arts

Mathematics

Science

Social Studies

Integrated Science for Teachers leads to an Integrated Science License, Grades 7-12.

Adolescence to Young Adult Licensure Programs: Grades 7-12

Integrated Language Arts License – English for Educators Major

Integrated Mathematics License – Mathematics Major

Integrated Social Studies License – History for Teachers Major

Multi-Age Licensure Programs: Grades PK-12

Drama/Theatre Arts License

Foreign Language: French & Spanish License

Visual Arts License

Educational Studies

Minors

Multi-Age Licensure Programs: Grades PK-12

Music License

Educational Studies

The Elementary Education Licensure Program

The Ohio Wesleyan University teacher preparation program in Elementary Education is committed to helping prospective teachers become knowledgeable, caring, competent professionals who are dedicated to nurturing the intellectual, social, and aesthetic growth of children. Students in our program are introduced to a core of knowledge that includes an understanding of child development from ages 3-10, a philosophy of teaching and learning which they can successfully put into practice, skill in nurturing family and community relationships, awareness of appropriate assessment and evaluation strategies, and special competence in working with children who have learning or physical challenges. The development of these understandings is a continuous, integrated process. Students are introduced to core concepts that are encountered repeatedly in subsequent courses. Knowledge is deepened by many opportunities to work directly with children in a wide variety of planned field and student teaching experiences. In this way students can clearly see how sound research and theory guide practice.

Preservice elementary education teachers pursue their general liberal arts education requirements while taking foundational education courses. Once accepted into the education program, preservice teachers will take a carefully sequenced set of discipline-specific courses and accompanying field experiences to prepare them for the roles and responsibilities of working in elementary schools. Preservice teachers will pursue in-depth study of educational theory, evidence-based instructional strategies, assessment of student learning, and differentiated support for academic and behavioral goals. Coursework includes an emphasis on strong reading and literacy instruction, subject specific instruction, classroom and behavior intervention, collaboration, and assessment. Pedagogy is made relevant by application in planned field experiences in elementary classrooms. The culminating experience for the Elementary Education licensure program is the 15-week student teaching experience supervised by both university faculty and experienced educators.

The Inclusive Elementary Education Licensure Program

The dual licensure program in Inclusive Elementary Education is committed to helping prospective teachers become knowledgeable, caring, competent professionals who are dedicated to nurturing the intellectual, social, and aesthetic growth of children in both traditional and inclusive PK-5 classroom settings. Students in our program are introduced to a core of knowledge that includes an understanding of child development from ages 3-10, a philosophy of teaching and learning which they can successfully put into practice, skill in nurturing family and community relationships, awareness of appropriate assessment and evaluation strategies, and special competence in working with children who have learning or physical challenges. The development of these understandings is a continuous, integrated process. Students are introduced to core concepts that are encountered repeatedly in subsequent courses. Knowledge is deepened by many opportunities to work directly with children in a wide variety of planned field and student teaching experiences. In this way, students can clearly see how sound research and theory guide practice.

Preservice inclusive elementary education teachers pursue their general liberal arts education requirements while taking foundational education courses. Once accepted into the education program, preservice teachers will take a carefully sequenced set of discipline-specific courses and accompanying field experiences to prepare them for the role and responsibilities of working in elementary schools, specifically with general and special educator teams. Preservice teachers will pursue in-depth study of educational theory, evidence-based instructional strategies, assessment of

student learning, and differentiated support for academic and behavioral goals. Coursework includes an emphasis on strong reading and literacy instruction, subject specific instruction, classroom and behavior intervention, collaboration, and assessment. Pedagogy is made relevant by application in planned field experiences in inclusive elementary classrooms. The culminating experience for the Inclusive Elementary Education licensure program is the 15-week student teaching experience that provides experience in both a traditional elementary setting as well as a special education setting, supervised by both university faculty and experienced educators

The Middle Childhood Licensure Program

Ohio Wesleyan's interest in the modern concept of middle childhood education goes back to 1974 when OWU served as the host site of the first annual meeting of the Ohio Middle School Association. The middle childhood teacher preparation program at Ohio Wesleyan develops the intellectual, personal, and professional competencies, skills, and dispositions necessary to teach students in grades 4-9 by requiring preservice teachers to successfully complete general liberal arts courses and professional education courses. In addition, preservice teachers acquire in-depth knowledge in two disciplines, which are broad, multidisciplinary, and encompass the major areas of study within those disciplines. The purpose of the program is to develop *competent, committed, professional preservice middle school teachers for a diverse, democratic society* who understand young adolescent development, middle level curriculum, teaching and assessment, and the organization and philosophy of middle schools.

While preservice teachers are pursuing their general liberal arts education, they also begin to construct knowledge specific to their licensure program. Prior to acceptance into the Teacher Education Program (TEP), the preservice teachers, through social and psychological foundations courses, develop an understanding of the social, intellectual, and psychological foundations of schools as multi-dimensional social institutions, of learners as complex developing individuals, and of teaching as an intellectual endeavor. In addition, preservice teachers develop their understanding of the latest research on teaching and learning. Once preservice teachers are accepted into the TEP, they continue their professional studies by taking courses specific to the middle level licensure. The pedagogical component of middle level teacher education program consists of generic middle level pedagogy and content specific pedagogy for each concentration area.

The department believes that an in-depth knowledge of content is essential for a successful teacher. To provide flexibility and further enhance the teacher's grasp of the interdisciplinary nature of knowledge, two areas of concentration are required. Such concentrated study complements the knowledge in general studies by providing a specialized understanding of two disciplines, allowing them to perceive how two particular bodies of knowledge are organized and conceptualized. It is expected that teachers will develop an enthusiasm for the disciplines which they, in turn, will convey to young adolescents. Areas of concentration may be chosen from language arts, mathematics, science, or social studies. The department believes that education course content is most relevant to preservice teachers when they can see its immediate application; therefore, each course is complemented by opportunities to work directly with the community and/or young adolescents. Pedagogy is made relevant by application in planned field and student teaching experiences in middle level classrooms.

The Special Education Licensure Program

The Ohio Wesleyan University teacher preparation program in Special Education aims to produce competent and passionate teachers dedicated to meeting the needs of *all* students in today's schools. As more students with disabilities are supported in inclusive classroom settings, there is great need for knowledgeable and highly skilled Intervention Specialists who are able to assist the student and his/her family to achieve the highest quality of life possible. The program at OWU strives to prepare special education teacher candidates who have the knowledge, skills, and professional dispositions necessary to work collaboratively with students, families, general education teachers, and related services personnel. At OWU, preservice teachers can obtain a special education license in either Early Childhood Special Education (PK- grade 3) or Special Education Mild/Moderate Intervention (Grades K-12).

Preservice special education teachers pursue their general liberal arts education requirements while taking foundational education courses. Once accepted into the education program, preservice teachers will take a carefully sequenced set of discipline-specific courses and accompanying field experiences to prepare them for the roles and responsibilities of working in special education. Preservice teachers will pursue in-depth study of educational theory, evidence-based instructional strategies, assessment of student learning, and differentiated support for academic and behavioral goals. In addition, preservice teachers will engage in collaboration and facilitation of educational teams during field placements, as well as exploration of legal and ethical standards for the profession. Coursework includes an emphasis on strong reading and literacy instruction, subject specific methods courses, classroom and behavior intervention, collaboration, and assessment. The culminating experience for preservice teachers is student teaching with a fully licensed, experienced Intervention Specialist with supervision from both university faculty and experienced educators.

During the entire OWU special education program, preservice teachers are expected to prepare thoughtfully, actively engage students in authentic and supportive environments designed to meet the needs of individual students, work collaboratively with colleagues and families, and reflect intentionally about their knowledge, performance, and skills.

The Integrated Science Licensure Program

Increasingly, school districts need science teachers who are highly qualified to teach across the science curriculum. Students who complete OWU's Integrated Science major will be eligible to earn Adolescent to Young Adult (AYA) Integrated Science Licensure, qualifying them to teach a broad range of science subjects in grades 7 through 12. When you major in Integrated Science for Teachers, you complete classes in life sciences (biology, microbiology, zoology); chemistry; geology and geography; physics and astronomy; and mathematics – along with your education and general course requirements.

In addition to completing the breadth of knowledge across the sciences, students in the Integrated Science program leading to adolescence and young adult licensure complete education courses, carefully planned and supervised field-based experiences, and student teaching in classrooms with certified, experienced teachers. Education faculty members coach preservice teachers during their teaching and plan and supervise their field experiences. Student teaching is supervised by both members of the education faculty and faculty in content area disciplines.

The teacher preparation program is based on current theories and research about teaching and learning. The Education Department adheres to standards that address issues related to the value and recognition of student diversity, to the depth of teachers' knowledge of content and pedagogy, and to the need for teachers to use a wide repertoire of instructional skills and approaches to plan, implement, and assess learning with multiple sources of data, including a variety of formal and informal strategies used to support and evaluate the processes and products of learning. In addition, there are varied educational and professional opportunities provided by the program for teacher preparation students to learn through experiences with a wide range of verbal, visual, technological, and creative media, to participate in classrooms that function as communities of learners, and to reflect on their own and other's processes of learning and teaching practices. The Integrated Science licensure component within the major consists of a 15-week secondary methods course with related field experience, a content-specific methods course, a professional seminar, and 15-weeks of student teaching.

The Adolescence to Young Adult and Multi-Age Licensure Programs

In addition to completing the requirements for a broad, integrated liberal arts education at Ohio Wesleyan, students in the teacher preparation programs leading to PreK-12 and to adolescence and young adult licensure in Social Studies, Mathematics, and Language Arts complete a major in their specific content area, education courses, carefully planned and supervised field-based experiences, and student teaching in classrooms with certified, experienced teachers. Education faculty members plan and supervise their field experiences. Student teaching is supervised by both members of the education faculty and faculty in content area disciplines.

The teacher preparation program is based on current theories and research about teaching and learning. The Education Department adheres to standards that address issues related to the value and recognition of student diversity, to the depth of teachers' knowledge of content and pedagogy, and to the need for teachers to use a wide repertoire of instructional skills and approaches to plan, implement, and assess learning with multiple sources of data, including a variety of formal and informal strategies used to support and evaluate the processes and products of learning. In addition there are varied educational and professional opportunities provided by the program so teacher preparation students can learn through experiences with a wide range of verbal, visual, technological, and creative media, to participate in classrooms that function as communities of learners, and to reflect on their own and other's processes of learning and teaching practices.

The Student Teaching Experience

Candidate Eligibility for Student Teaching

Enrollment in Student Teaching (clinical practice) is open only to those teacher education candidates who have successfully met all the Gateway 2 requirements prescribed by the Education Unit for their licensure program and who have obtained Full Admission to their licensure program. These requirements include the following:

- Minimum cumulative GPA of 2.8.
- Minimum cumulative GPA of 2.8 in teaching area coursework.
- Minimum cumulative GPA of 2.8 in professional education courses.
- Successful completion (B- or higher) of all methods courses and field experience(s).
- Pre-CPAST Assessment Criteria: All Pedagogy items must be scored “Emerging” or higher; all Dispositional items scored “Meets Expectations.” A score on any item below these levels requires a meeting of relevant persons (e.g. candidate, professor, program chair, advisor) to discuss the viability of the candidate’s continuation in the Education department and/or development of a written action plan for improvement.
- Adequate or higher score on Field Experience Self-Reflection Paper.
- Resolution of any deficiencies in Dispositional Assessment from field experience.

Candidates who have previously received a grade of “U” or a grade lower than a “B-” in a Methods or Field Experience course are ineligible to register for additional units of Student Teaching unless they have petitioned the Education Department for an exception. Candidates who apply for Student Teaching but fail to meet the requirements will be notified of this situation in writing.

Placement Procedures

Placement of teacher education candidates for Student Teaching is the responsibility of the program faculty in the relevant licensure area. Candidates complete the Student Teaching Application in the semester prior to student teaching. Faculty use this information as they work with local school administrators to request and secure placements in which each candidate has the best chance for support and success. Program Directors collaborate with district placement coordinators/liaisons to determine placements using the protocol required in each district. This process requires a balance of school district requirements and expectations, needs of the teacher candidate, and consideration of national and state licensure requirements as agreed upon by a signed Memorandum of Understanding (MOU) between OWU and each district.

There are a couple of considerations faculty will make when determining student teaching placements as required by CAEP and the Ohio Department of Higher Education for licensure:

1. Diversity of experiences. This includes ensuring candidates have a mix of rural, urban, and suburban placements across their clinical experiences
2. Diversity of grade bands/content areas. This includes ensuring candidates have a mix of different grades within their licensure band, and/or subjects within their content area, across their clinical experiences

There are a few “guardrails” used by the faculty to increase the chances of securing an appropriate placement for teacher candidates. These are meant to guide our placement practices and allow for additional transparency into the placement process.

- Candidates learn so much more when they engage in school experiences that are different from their own P-12 experiences, which is why we do not permit candidates to student teach in their home district. Home districts appreciate that rich experience when they consider alums for future teaching positions.
- We do allow candidates to complete 20- or 50-hour field experiences in their home districts, if they are local graduates and our school partners can accommodate such a request.
- We generally do not allow teacher candidates to continue in their 50-hour field placement classroom for student teaching. This would limit a teacher candidate’s opportunity to experience teaching in a variety of settings and classrooms.
- While candidates or faculty may make (or take) special requests for specific schools/teachers, each district ultimately determines where final placements occur. Therefore, no candidates, nor faculty, are able to handpick their placements. The placement process is directed by each district according to protocols established in our signed MOUs. Teacher candidates and faculty can trust our school partners to help secure quality placements for student teachers.
- If a candidate is approached by someone in a school district (e.g., teacher, principal) regarding a future placement or opportunity, the teacher candidate should feel comfortable sharing the contact information for one of the education faculty members. Faculty can follow up using the protocols in place in the associated district, so everyone is using the same agreed upon process for clinical placements.
- If a candidate believes there is additional important information to share regarding their student teaching experience that is not already captured when they complete the Student Teaching Application, they are encouraged to connect directly with a faculty member, program director, or faculty advisor.

Guidelines for Student Teaching

Student Teaching is one of the most important experiences that future teachers will have in their teacher education program. It provides an extended, intensive opportunity for the prospective teacher to acquire an understanding of the teaching-learning process as encountered in actual classrooms. Student teaching is a laboratory for the testing of ideas, a place to encounter authentic, contextualized successes and challenges, and an opportunity to develop the habits of reflection and analysis. It is the culminating experience for creating competent, committed professional teachers for a diverse, democratic society.

During student teaching, teacher education candidates observe, participate, and teach in a regular classroom for an extended period under the supervision of experienced teachers from the school and university. **Student teachers are expected to teach a minimum of 15 weeks, where half of the weeks represent full-time teaching.** Ohio Wesleyan student teachers are expected to know their subject areas and use a variety of appropriate instructional strategies to help their students

learn. Throughout the experience, student teachers should demonstrate growth in being comfortable with and appreciative of all students and be eager to contribute to the school, community, and teaching profession.

Objectives of Student Teaching

During the course of the student teaching experience, the student teacher should demonstrate the following:

- skill and confidence in teaching by gradually assuming responsibility for the cooperating teacher's class schedule, while receiving support, constructive feedback, and encouragement from the cooperating teacher, university supervisors, and content area advisor (AYA and Multi-Age Licenses);
- an understanding of the ways in which human development, cultural background, and learning differences influence the teaching and learning processes;
- effective techniques for motivating students;
- effective planning for all phases of student learning, all types of learners, and addressing all student learning needs;
- effective implementation of a broad range of teaching and assessment strategies, including the use of technology, relevant to the licensure area;
- strategies to manage class time efficiently, respectfully, and effectively;
- methods for promoting active involvement in the learning process for all students;
- an ability to diagnose and meet the needs of all learners, and evaluate their progress;
- an ability to employ a variety of grouping structures so as to maximize learning for all students;
- an effective and sincere use of one's own personality strengths to an advantage in the classroom;
- an ability to be self-evaluative of strengths as well as weaknesses, to appreciate and use the constructive criticism and suggestions of others, while trying creative new strategies in the classroom; and
- a desire to meet one's professional responsibilities with enthusiasm and commitment.

Student teaching is an exciting, challenging, rewarding time. Candidates are at the point in their education where they will be able to practice all that they have worked so hard to learn. Student teaching is the culminating phase of the pre-service preparation when student teachers are expected to integrate educational theory and knowledge with the challenges of actual classroom teaching. They are expected to demonstrate that they are critical thinkers and effective practitioners.

It is assumed that student teachers will bring to this semester an understanding of students, their growth patterns, their interests, and a variety of teaching strategies. This understanding should have developed through the study of educational theory and direct experiences in working with students. Student teachers should also have an understanding of subject matter and insight into skills, concepts, understandings, and attitudes they propose to teach.

To a large extent, what is learned in student teaching will depend upon how much the candidate takes advantage of opportunities to observe and participate in the school. Alert observers who can intelligently interpret what is observed will be able to reflect on their teaching and make focused, effective changes. Candidates should be involved in daily dialogue with everyone they work with to gain insight and inspiration about their practice.

How to Succeed as a Student Teacher

(Adapted from the Student Teaching Handbook of Texas Wesleyan University's School of Education, prepared by Ms. Bliss Dodd, Coordinator of Teacher Certification.)

1. **Plan to focus all your attention and energy on student teaching.** Eliminate employment at this time if possible; expect to grade and write lesson plans at night, and expect to be tired. Do not take other courses during student teaching except those that are required as a part of student teaching. Consider a reduction in campus and/or community activities and reserve time for school activities or community activities related to student teaching.
2. **Become acquainted with the building principal immediately.** Express your appreciation for your placement. During your time at the school, take advantage of opportunities to interact with the principal in a professional manner.
3. **Contact the Cooperating Teacher prior to your arrival.** Contact the Cooperating Teacher to confirm your reporting date and time of your arrival. Offer to come and visit with the teacher prior to reporting. Clarify that you will check in at the office first.
4. **Expect to follow the calendar and daily schedule that the Cooperating Teacher follows.** Clarify what hours are maintained by the Cooperating Teacher and plan accordingly. Always arrive on time! Lack of punctuality may impact employment references. Principals seldom employ teachers lacking in punctuality. If teacher in-service days and/or teacher workdays occur during student teaching, attend the training with the Cooperating Teacher. (You may attend before the semester begins on a volunteer basis.) Follow the holiday schedule for the student teaching site, even if it is different from the OWU schedule.
5. **From the beginning, look for ways to be helpful.** While student teachers will not have immediate teaching responsibilities, they can take attendance and lunch count, arrange desks or equipment with approval of the Cooperating Teacher, and assist a student who has trouble understanding a concept. They should assist with routine tasks without waiting to be told. They should also memorize student names during the first week to be more helpful.
6. **Introduce yourself to adults who enter the room or who you see in the teachers' lounge.** Faculty will appreciate the introduction and friendliness. Avoid talking about students or faculty while in the teachers' lounge.
7. **Treat support staff such as the school secretary, the custodian, cafeteria employees, and bus drivers with respect and courtesy.** These are important people whose assistance will be needed frequently.
8. **Remember that you are a guest in the classroom and in the school.** Guests do not rearrange furniture, dictate the family schedule, or reprimand the family for their communication style. A student teacher may disagree with a teacher's or principal's philosophy and/or methods but unless someone is hurt by abusive actions, a student teacher must refrain from criticism and remain courteous at all times. Confer with your OWU Education Supervisor if there are concerns. Never discuss these differences or concerns with other teachers or staff. Assume that anything you say about a teacher or administrator will be repeated to that person. Avoid negative comments because they are destructive and cannot be recalled.

9. **Expect to complete student teaching even if it is tough.** Changes in assignments will not occur because of student teacher and Cooperating Teacher differences in personalities or philosophies. These are problems that may occur among teaching team members in the future when a move will not be possible. Think of ways to improve the situation and resolve to try other ideas and methods at a later time. Be as congenial as possible to avoid being asked to leave a school or classroom.
10. **Dress like a professional to establish a positive prospective employee image that will convey maturity and self-confidence.** Student teachers are expected to follow the dress and appearance code set by the receiving school's administration. Cooperating teachers should feel free to make suggestions to student teachers any time it is felt that the student is not appropriately dressed or well groomed. Student teachers should avoid jeans and T-shirts even if the Cooperating Teacher wears this attire. Revealing clothing such as shorts, short skirts, sheer blouses/shirts, and low cut necklines should also be avoided. Student teachers who look the same age as the students they teach should be particularly careful to dress professionally.
11. **Limit the time you spend in the teachers' lounge.** Remember that this is not the appropriate time or place to discuss students or to critique faculty members.
12. **Maintain a professional relationship with students and parents.** Never take a student in your car. Avoid staying in a room with the door closed with one student. Always be sure that other adults are nearby and can see you when you talk with a student. Refrain from any type of touching that might be misinterpreted. Be cautious about advising students about personal or family problems since counselors are usually available. Avoid discussing your own personal problems with students or parents.
13. **Respect the confidentiality of students, parents, and colleagues.** Student teaching presents many varied situations in which student teachers will be expected to make sound decisions. Student teachers should use discretion in their behavior. Refuse to discuss student records or problems, whether academic, behavioral, or personal, with another student or parent. Limit professional conversations about students to problem-solving sessions. Remember that confidentiality of student records is an ethical matter, and is mandated by law.
14. **Seriously consider purchasing health and professional liability insurance.** Medical expenses could prevent the completion of the student teaching semester. Although liability insurance is rarely needed, the peace of mind that it provides will be well worth the small amount of money required to purchase it. Some student teachers purchase liability insurance through private companies. Others purchase it by obtaining a student membership in professional education organizations such the National Education Association or the American Federation of Teachers.
15. **Review the assessment forms that will be used for your observations, but don't worry about it.** Teachers perform better when they focus on the lesson and the students, rather than the detailed observation criteria.
16. **When you leave a placement, write thank you notes to the Principal, the Cooperating Teacher, and anyone else who was especially helpful.**

17. **Refrain from talking negatively** about a previous experience, the Cooperating Teacher, other teachers, the principal, or the school.
18. **Rely on your OWU (faculty) Education and/or Academic Supervisor(s).** These are the person/people with whom you may share negative concerns, fears, anything that bothers you, or anything you are really proud of!
19. **If a school district offers employment to begin during the student teaching experience, report this to your Education Supervisor immediately.** A student teacher may not be employed as or used as a substitute teacher during student teaching.

The Cooperating Teacher

The Cooperating Teacher(s) is a critical member of the team during student teaching. The Cooperating Teacher is the person who sees the candidate teach every day and observes the challenges as well as the triumphs. Providing feedback that is supportive, yet constructive and direct, is a vital part of this role and can make a critical difference in ensuring that the student teacher succeeds.

Each program in the OWU Teacher Education Unit reflects systematically-designed and explicitly-stated outcomes and competencies, supported by a specific knowledge base. Professional preparation programs are more than a mere collection of courses and experiences that candidates complete to receive a recommendation for initial licensure. Our preparation program is designed to prepare candidates to be *competent, committed, professional teachers for a diverse, democratic society*. We encourage all Cooperating Teachers to read our Conceptual Framework and Learning Outcomes so that they understand our philosophies and goals for our candidates. Following are some important activities Cooperating Teachers can do to accomplish these goals.

The Cooperating Teacher should conduct at least one planned conference each week with the student teacher to discuss progress. A suggested list of topics for these conferences might include:

1. Orientation regarding school policies, regulations, and other information of value to the student teacher
2. Preparation of units and daily lesson plans
3. Classroom policies and procedures
4. Preparation of the physical environment of the classroom
5. Teaching strategies
6. Grading systems
7. Teacher-made and standardized tests
8. Classroom management
9. Understanding students (individual differences)
10. Homework versus supervised study
11. Teacher-student relations
12. Progress during the semester
13. Professionalism
14. Community resources
15. Teacher-teacher relations and teacher-administrator relations
16. Self-evaluation
17. Use and availability of building teaching materials

To prepare for conferences, the Cooperating Teacher will use notes from written feedback in observation notes, a daily planner, or calendar about things done well and things needing more attention.

Assessment and Documentation

Assessment and documentation of the student teacher's progress should be a continuous process. Informal assessments may be conducted daily via writing comments on the student teacher's lesson plans and/or observation notes and through mini-conferences after a teaching experience. At a minimum, formal evaluations should be conducted at least twice during the semester. The cooperating teacher and university supervisor complete the online student teaching evaluation, entitled, "Candidate Preservice Assessment of Student Teaching" (CPAST). The student teacher will also complete the CPAST as a self-assessment.

Grading

The grades represent the combined assessment of the cooperating teacher(s), the content area advisor (AYA and Multi-Age Licensure only), and the university supervisors, who consider the quality and effort both in teaching and in seminar. Final responsibility for grades rests with the university supervisor. It is assumed that the student teacher will progress gradually over the course of the experience. All student teachers are assessed with letter grades.

Planning and Guiding the Work of the Student Teacher

There is no one thing that a student teacher can do that will ensure success more than planning in detail what he/she will do. The degree of accomplishment and the sense of enjoyment realized from the classroom will depend, in great measure, on the thoroughness with which the student teacher has prepared and taken care to integrate the lesson plans with the general instructional program for the assigned students. In addition, the more the candidate puts into the student teaching experience, the greater likelihood that the first year of teaching will be successful.

Determining the experiences of a student teacher requires careful planning. It is somewhat difficult for the university to suggest any set pattern because of the differences found in any group of student teachers as well as those found among Cooperating Teachers and classrooms of students. Suggested timelines for assuming responsibility can be found in this Handbook in the section entitled, "Schedules and Assumption of Responsibilities." It is doubtful that any set pattern would adequately fit the various subject areas. However, the Cooperating Teacher is encouraged to formulate a plan that will help the student teacher get the most from the assignment. At the discretion of the Cooperating Teacher and the Education Supervisor, the student teacher will take over increasing responsibilities of the class. The teaching load should be increased gradually, depending on the capabilities of the student teacher.

The Importance of Lesson Planning

The importance of lesson planning cannot be overstated, particularly when student teachers might observe their Cooperating Teacher spending comparatively little time in planning for teaching. However, it must be remembered that the Cooperating Teacher has years of experience, and the student teacher will be expected to prepare detailed lesson plans for the University Supervisor(s) to review when visiting. After each lesson is taught, the student teacher should assess the lesson by writing reflective comments on the lesson plan.

The student teacher should be mindful of the purposes of a lesson presented to the class. Does the lesson fit the general teaching program? What are the motivating techniques? Is the lesson related to the needs of the pupils? What learning materials are used? Is there planning for situations that may occur during the presentation of the lesson?

Student teachers will be required to write lesson plans in accordance with the principles discussed in their OWU education courses. Although the Cooperating Teacher must be involved in planning, this is clearly the responsibility of the student teacher. Detailed lesson plans are required even if the Cooperating Teacher does not prepare detailed plans! These plans should be organized, dated, and available at the student teaching site at all times. When the University Supervisor arrives for an assessment visit, the student teacher should provide the supervisor a copy of the lesson plan being taught before the teaching presentation begins.

Cooperating Teachers should require that lesson plans be submitted well in advance and evaluate the plans before allowing the student to begin teaching it. The Cooperating Teacher and supervisor should provide input regarding the type of planning expected at various stages during the student teaching semester.

Elementary and Inclusive Elementary Student Teachers only: Moving to the Block Form for planning is a significant step; one not to be taken lightly. Candidates must still plan carefully and thoroughly to ensure their teaching is successful. (Some candidates never move to Block Planning, preferring the detail allowed on the long planning forms.) Moving to Block Planning is done subject by subject and only after a candidate has taught a subject for a significant time, one full week at a minimum. The decision to move to Block Planning is made jointly by the Cooperating Teacher and University Supervisor.

Facilitating Good Classroom Management

Classroom control is often a major problem for student teachers. Student teachers can experience success with their teaching as long as the Cooperating Teacher remains in the room and in charge of the discipline. However, unless the student teacher can independently control a class and keep order, he/she cannot satisfactorily show evidence of effective teaching. The Cooperating Teacher should arrange to be out of the room for intermittent and progressively longer time periods to help the student teacher gain control of the classroom.

Planning the Assumption of Duties Schedule for the Student Teacher

At first, the student teacher should be given minor responsibilities, possibly for short periods of time. The first few days will probably be spent in orientation, observation, and getting acquainted. As time passes, he/she should be given more and more responsibility, stressing to the student teacher that the Cooperating Teacher is always available to assist the student teacher. As the student teacher grows in skill and confidence, the Cooperating Teacher may relinquish more of the professional teaching duties. This will be determined by the Cooperating Teacher's assessment of the student teacher's capabilities. Guides for assumption of duties are included in this Handbook in the section entitled "Schedules and Assumption of Responsibilities." These schedules are flexible. However, any modification should be mutually agreed upon by the student teacher, the University Supervisor and the Cooperating Teacher.

Working with the University Supervisors

A minimum of two supervisors will be assigned to the student teacher and will be the liaison with the university. One will be a Specialty Professional Association (SPA) supervisor with knowledge of specific licensure standards (e.g., NAEYC, NCSS, NCTE, etc.). These supervisors will make a series of visits to watch the candidates' teach. If the student teacher is teaching in a secondary subject or seeking dual certification, (e.g. K-12, a second teaching field), an Academic Area Supervisor will also be assigned. The Academic Supervisor will make two visits during the period of the semester that the student teacher is teaching in the relevant content area. The University Supervisor(s) (US) will assist the Cooperating Teacher in any way possible if there are questions about the requirements for the program, or if the student teacher is having difficulty.

The University Supervisor

University Supervisors are the third critical partner of the student teaching team. They serve a valuable role as the objective observer of teaching and a link to the methods classes that preceded the student teaching experience. They also are a sounding board for concerns, questions and decisions that require mediation. Both full- and part-time faculty serve as student teaching supervisors to provide both continuity and objectivity for students involved in the experience. Virtually all full-time Education faculty at Ohio Wesleyan are involved with student teaching. AYA/Multi-age candidates are also observed by a full-time faculty member in their content area. Part-time faculty are carefully selected for their abilities to analyze teaching, provide constructive feedback, and for their supportive, nurturing personalities. Many are Master teachers as evidenced by their certifications as National Board teachers.

Orientation Meetings

University Supervisors schedule and conduct Orientation meetings for both candidates and cooperating teachers. Typically, this meeting is in early December. All expectations for the student teaching experience are explained at these meetings. Candidates are also instructed to contact their cooperating teachers before winter break, if they have not already done so.

Observation Visits

Supervisors make regular unscheduled visits to each student teacher. All candidates are observed by a US a minimum of six times. Additional visits may be scheduled at the discretion of the supervisor or by request of the cooperating teacher or candidate. Visits typically follow the following pattern:

- Send lesson plan the day before
- US Observes
- Examination of lesson plans and other teaching materials
- Conference with the student teacher, and cooperating teacher if possible

During the observation, the supervisor will be assessing the student teacher's progress as a *competent, committed, professional teacher for a diverse, democratic society*. Comments will be written on the candidate's lesson plans and formative observation forms, providing feedback on instructional planning. Instructional feedback, lesson debriefing, and goal setting will be facilitated by the use of the post-observation page of the OWU Lesson Plan. **Student Teachers will not be interrupted during teaching unless there is a concern for the safety of students.** Supervisors typically meet with the student teacher and cooperating teacher either singly or together, before leaving.

The observations are designed to help candidates reflect on the lesson(s) taught and help them understand the written comments made by the supervisor. Often, goals for future improvement are set. Supervisors also discuss any concerns that need to be addressed. Some issues that might need to be covered include:

- Analysis of Student Teacher's strengths and weaknesses
- Candidate initiative, particularly with regard to after-school activities, punctuality, attendance at teacher meetings and in-services, etc.
- Acceptance of candidate by students and other members of the school staff.
- Concerns about dress, attitude, commitment, demeanor, etc.

Mid-Semester and Final Conferences

University Supervisors schedule on campus meetings for candidates at mid-semester and at the conclusion of the student teaching experience. For candidates in two placements, the mid-semester conference serves as the final assessment for their first placement. These conferences are designed to help candidates thoughtfully assess their strengths and weaknesses as teachers and create goals to help ensure their future success. The section on Evaluation Procedures provides more information on how these conferences proceed and what candidates are expected to bring to them.

Roles and Responsibilities of the Student Teaching Team

The Student Teacher

- make a commitment to devote time and energy to all aspects of student teaching;
- fulfill the classroom teaching requirements for student teaching (**15 weeks with a minimum of ½ full-time teaching**);
- contact the school, cooperating teacher, and university supervisor in advance of any absence or tardiness (Permission for absence other than illness or emergency must be secured in advance from the cooperating teacher and the supervisor.);
- be punctual;
- be professional in matters of dress, speech, attendance, and other expectations of the school;
- prepare, maintain, and submit all records, forms, and documentation in a timely manner [keep a notebook/teaching log with current lesson plans, log entries, and weekly reflections of progress and plans for change and record weekly teaching hours and request the cooperating teacher to verify the correct amount by initialing the form;]
- be constantly discreet, maintaining appropriate measures of confidentiality, in remarks and handling information about school, teachers, students, and other student teachers both in and out of school, and take complaints or suggestions for improvement to the supervisors in the Education Department;
- become acquainted with the students and their names, become familiar with school policy and procedures, observe various classes and discuss class interactions with the cooperating teacher;
- work with the cooperating teacher in gradually assuming teaching responsibilities, always submitting a lesson plan for approval at least one day prior to teaching a lesson;
- participate in the evaluation and documentation of student progress and attendance;
- use a variety of teaching materials and strategies;
- focus on what practices will promote effective learning for all students;
- meet with the cooperating teacher on a regular basis to review instruction, critique teaching, and discuss planning;
- attend and contribute to weekly seminars at the university;
- prepare appropriate materials prior to scheduled conferences;
- be a reflective practitioner.

The Cooperating Teacher

- become acquainted with Ohio Wesleyan's student teaching program and with the student teacher;
- acquaint the student with the school, staff, students, teachers, community, routine tasks, school handbook, procedures, the classroom milieu, protocols, and relevant student records;
- provide the student teacher with work space;
- assist students in the transition to new classroom teacher;
- guide instructional lesson planning and material development within the context of the overall curriculum;
- establish in collaboration with the student teacher an overall plan for teaching responsibilities; provide modeling of successful instructional and management techniques with time for discussion and reflection;

- review all lesson plans, making suggestions and corrections to be incorporated into the final plan (Each lesson plan must be approved by the classroom teacher at least one day prior to teaching that planned lesson.);
- observe the student teacher and provide frequent and specific, oral and written formative feedback;
- verify the teaching hours as recorded by the student teacher;
- document a minimum of weekly formative feedback using the Formative Observation Rubric (Appendix C);
- complete a final evaluation, CPAST and Dispositional Assessment Form (cooperating teachers for 15-week placements also complete a midterm evaluation),
- confer with teacher education supervisors and student teacher;
- demonstrate a willingness to share responsibility for the classroom, allowing the maximum amount of full-time teaching as possible;
- provide for unsupervised teaching, yet be available as needed;
- help the student teacher become a reflective practitioner;
- write recommendation for the student teacher, if asked.

The University Supervisors

- attend the student teaching orientation;
- introduce him/herself to cooperating teacher(s) and building principal;
- establish a relationship that encourages on-going communication among the student teachers, cooperating teachers, and the university supervisors;
- foster an awareness among student teachers of the importance of building trust and respect between teachers and students;
- clarify the expectations of the teacher education program for student teachers and cooperating teachers;
- work collaboratively with cooperating teachers and school personnel to provide realistic, relevant placements;
- serve as a resource person and support for student teachers and cooperating teachers;
- provide specific guidance to individual student teachers through observation of their work in the classroom along with review of lesson plans and other student teaching assignments (Written comments and suggestions will be provided);
- ensure adherence to program requirements and expectations;
- visit/observe each student teacher regularly;
- help student teachers identify areas of strengths and areas in need of refinement;
- hold conferences with student teachers and cooperating teachers at the schools and conduct midpoint and final conferences with each student teacher at the university;
- evaluate the student teacher's performance by determining the final grade, following consultation with the cooperating teachers, other university supervisors, and content area faculty.

General Guidelines for Student Teaching

Professional Behavior/Ethical Conduct

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards. (From National Education Association, *Code of Ethics of the Education Profession*.)

It is the expectation of Ohio Wesleyan University that no candidate will be involved in any personal impropriety. Specifically, we advise all candidates involved in field experiences and student teaching to follow these expectations:

- Maintain a professional relationship with students. Create a supportive atmosphere, but avoid becoming overly familiar. A casual demeanor may be misinterpreted; be especially careful with all students. Information about your home address, phone number and/or social networking accounts should **not** be shared with any student.
- Notify the counselor, teacher, or university faculty of any personal problems students may discuss, e.g., drugs or abuse. Also, notify these same people if you perceive a student is responding inappropriately to you.
- Never leave the school building with a student.
- Avoid being alone in a closed room with a student. An interpretation of some incident unwitnessed by others can put your career at risk.
- Do not share any digital images with students either directly or by posting to a social networking site.

Professional Attire

Teacher education candidates are expected to wear professional attire when working in the schools. Professional attire includes: slacks/pants, (no jeans), shirts/blouses (no revealing tops, no bare midriffs, no t-shirts), dresses/skirts (at or longer than fingertips when arms are extended at the side), and appropriate shoes, (no flip-flops, no athletic shoes).

Smoking/Vaping/Drug/Alcohol Policy

Please refrain from any use of alcohol, tobacco, tobacco products, vaping devices, or illegal drugs prior to or during your placement. If you are impaired in any way, you will be removed from student teaching.

Attendance Policy

The faculty members of the Education Department consider attendance an important indication of a candidate's dedication to the teaching profession. In addition, candidates who are absent miss continuity of instruction, as do the students they are teaching. As a result, consistent attendance and prompt arrival at the school is a requirement for continuation in the teacher education program.

There should be no unexcused absences. Cooperating teachers and university supervisors must be notified of any illness or emergency prior to the school day. Excessive absences of any sort will lead to termination or extension of the student teaching experience. It is important to remember that even when absences are excused, the student teacher is missing experiences essential to success in student teaching.

- Expected to attend each day unless they are ill or interviewing
- If absent
 - Contact CT and US immediately
 - Provide “sub plans” for your CT to follow if you are absent on a day that you were responsible for teaching
 - If more than 3 days are missed, you will need to make them up

Additionally, student teachers are expected to attend faculty meetings, parent conference days, in-service days, open house, after school events and other school-related activities. These are part of the normal duties of a teacher, and thus student teachers should become familiar with them.

OWU Student Teacher Sub Policy

1. We have encouraged all our student teachers to get their [1 Year Temporary Non-Bachelor's Substitute Teaching License](#) in the district where they are placed
2. If the student teacher has this license, they can sub for their cooperating teacher (CT) if their CT is out for any reason.
3. OWU student teachers can be “pulled” from their placement class to sub for another teacher.
 1. This can be done a maximum of 5 times during the semester.
 2. The change of placement must be in a similar grade band/content area (example: a PK-5 student can go to any other PK-5 classroom, not special ed; social studies can go to a different social studies class, but not ELA; etc.).
 3. The change of placement must be in the same building.
 4. The student teacher and/or CT can say no to the request if it is not convenient for the student teacher or CT (student teachers have varied requirements they must complete during student teaching, such as the edTPA, which requires them to be in their CT's classroom on specific days).
4. It is expected that our students will be compensated at the normal rate as all other substitute teachers.

Outside Activities and Employment

While the department cannot prohibit a candidate from engaging in employment or extra-curricular activities during the student teaching semester, we strongly recommend against it. Student teachers will be most successful if they can devote their complete time and attention to this endeavor. Candidates should not use these activities as an excuse for not fulfilling their student teaching obligations.

Withdrawal/Removal Policy

At the discretion of the university supervisors, cooperating teachers and principal, a candidate may be removed from student teaching for reasons such as the following: excessive absences; not completing program requirements and responsibilities; unsatisfactory instructional practice; inappropriate professional behavior with students, colleagues, university supervisors, and school personnel. See Due Process Procedures in the Evaluation Procedures section for specific steps for removing candidates from Student Teaching.

Due Process Procedures for Early Termination of a Student Teacher

The following statement of procedures and policy pertains to candidates of Ohio Wesleyan University who are assigned as student teachers. Student teachers are referred to here as “candidates.”

Note – The candidate is placed in a school and district at the will and discretion of the host district and may be immediately removed from that placement at the discretion of the school administration.

1. The Cooperating Teacher shall discuss deficiencies or problems with the candidate to resolve them.
2. The Cooperating Teacher and candidate shall jointly detail in writing the candidate’s deficiencies or problems, identify specific ways to remedy them, and specify a time frame for improvement. The candidate will be informed that not meeting the expectations specified could result in early termination of his/her teaching assignment and/or an unsatisfactory grade.
3. The University Supervisor shall be informed of the situation as soon as possible and will facilitate communication with the candidate as to what the candidate needs to do to continue in Student Teaching.
4. When the problem(s) cannot be resolved by the Cooperating Teacher, candidate, and University Supervisor, the University Supervisor will notify the Director of the licensure program in which the candidate is enrolled.
5. The candidate, University Supervisor, and Program Director will meet together to attempt to clarify the problem, mediate the positions of all parties, and identify resolutions. The Cooperating Teacher(s), University Supervisor and Program Director will decide at this time whether the candidate will be allowed to continue in his/her assignment. If the candidate is withdrawn from his/her assignment, he/she will be given notification in writing as to the reasons for the withdrawal and the date withdrawal is effective.
6. If the candidate is allowed to continue in Student Teaching, a Continuous Improvement/ Professional Development Plan will be created, detailing specific changes the candidate must implement. A timeline for change typically is included in this plan. The Cooperating Teacher, candidate, University Supervisor and Program Director (if not a University Supervisor) will sign the plan. The candidate’s academic advisor and the Education Department Chair will be informed of the situation, if not already involved.

7. If the candidate fails to fulfill the requirements of the plan, he/she may be removed from Student Teaching.
8. The candidate may appeal removal from Student Teaching, in writing, to the Department Chair and, ultimately, the Associate Dean of Academic Performance. At this point, the normal university appeal process is followed.

Student Teaching Requirements

In addition to teaching, you must complete other assignments related to teaching. The following are assignments required for all licensure programs. The Student Teaching syllabus will provide more details about each assignment.

Daily lesson plans should be written far enough in advance so that the classroom supervising teacher can make suggestions and corrections that can then be incorporated in the final lesson plan and preparations. **Each lesson plan must be approved by the cooperating teacher.** Some principals want teachers to have all their plans for the following week finished on the preceding Friday. Many teachers also find this practice to be desirable. At minimum, you should plan to have your final version of your lesson plan and instructional materials ready 1-3 days in advance. The student teacher should check with the classroom supervising teacher about when she/he wants lesson plans completed. After lesson plans are reviewed by the cooperating teacher, the plans should be given to the university supervisor at least 24 hours in advance of the scheduled observation.

Seminar

Weekly seminar attendance and participation is required. Several assignments are given in Seminar that will support, extend or enhance your work in the classroom. These should be thoughtfully completed and turned in on time.

Time Sheet

The student teacher will assume classroom teaching responsibilities following the time frame outlined by each program and as planned by the student teacher, cooperating teacher, and university supervisor. **On Friday of each week, the student teacher will submit the Weekly Time Sheet form (see Appendix C) indicating the activities and number of hours from that week. This should be submitted to the Education Department by 4:30 p.m. each Friday via Google Drive.**

Observation Schedule

On Friday of each week, the student teacher will submit the Participation Record outlining the teaching schedule for the following week. It is imperative that supervisors receive this form on Friday so that we can carefully plan our schedules. **This should be submitted to the Education Department by 4:30 p.m. each Friday via Google Drive.**

Evaluation of Student Work

Although the student teacher will grade papers, keep records of grades, and be responsible for an evaluation of pupil's progress, this phase of the work is subject to the classroom teacher's approval. At normal grading periods, the student teacher generally prepares precise evaluations of each pupil's work and progress, but these are considered as preliminary estimates for the classroom teacher's use.

School-Based Conferences and Meetings

Student teachers should attend at least one parent-teacher conference with their cooperating teacher. They also should meet with a school guidance counselor or other support personnel. Early Childhood candidates must also plan and execute a Family Involvement project and attend an IEP meeting. These experiences should be documented.

edTPA

edTPA is a preservice performance-based assessment process designed by educators to answer the essential question: “Is a new teacher ready for the job?” **You must complete an edTPA in your licensure area during student teaching.** The assessment is designed with a focus on student learning and principles from research and theory. Successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy;
- develop and apply knowledge of varied students’ needs;
- research and theory about how students learn; and
- reflect on and analyze evidence of the effects of instruction on student learning

edTPA is a national assessment which is scored by national trained evaluators.

Beginning July 1, 2020 the Ohio Department of Education has approved the edTPA performance-based assessment as a replacement for the written Ohio Assessment for Educators: Assessment of Professional Knowledge (APK). The APK is one of several Ohio Assessment for Educator (OAE) licensure exams required for being recommended for licensure. After, July 1, 2020, any student teacher at Ohio Wesleyan University that obtains the required *cut score on the nationally scored edTPA will be exempt from the APK exam. The OAEs for content knowledge are still required for each licensure program and the Foundations of Reading (090) exam is required for Early Childhood, Elementary Education, Inclusive Elementary Middle Childhood, and Special Education majors. Please see the OAE website for detailed information about licensure exams.

* The path for remediation depends on whether a revised commentary (written submission) is needed, or whether new video recording and a revised commentary (written submission) are needed. The paths for remediation are described below.

If you don't meet the total cut-score on the edTPA (37 total points 15-rubric handbooks, 32 points 13-rubric handbooks), you will need to either: (a.) Revise and resubmit the revised Task to your Licensure Program Director and resubmit the revised Task for national scoring; or (b.) retake the full edTPA and resubmit for national scoring.

If you are unable to reach the required cut score on the second try (either a or b above), then a meeting of all relevant individuals (Program Director, Department Chair, and you, the student teacher) will be scheduled to discuss options for completing the licensure program. This could include completing student teaching, but not being recommended for licensure; returning to OWU to redo student teaching, or other viable options.

Checking Out Video Equipment for the EdTPA

The Education Department has video equipment available for your use in taping your EdTPA lessons. Following are the policies regarding the use of this equipment. Please read them carefully as you are responsible for returning all pieces of the equipment within the required check-in time.

1. The Curriculum Resource Center (CRC) houses all the audio visual equipment; equipment will be loaned to Education Department students only. You may check out video equipment from a student workers anytime the Center is open.
2. The Center will be open until 5:00 p.m. on days when Student Teaching Seminars meet. Other days, the Center will be open according to its posted schedule (varies by semester). Be sure to adjust your teaching schedule so that you can pick up and drop off equipment when the Center is open.
3. You may keep the equipment for two weeks. Renewal for an additional period is contingent on availability of the cameras.
4. Be sure all equipment is in the bag before returning it. Some of the most forgotten items include: USB cord, power cord (one of each in each camera bag), tripod mounting bracket in the tripod bag. You should examine the bags at check out to make sure everything is actually there.
5. You will be charged an overdue fee for not returning your equipment by the deadline.
6. If there are missing items when the equipment is returned, you will be assessed the replacement cost of the missing item(s).
7. Unpaid fines and replacement fees may result in a student's grades being withheld at the end of the semester.
8. Be sure you delete videos that you have created. (You should have saved them elsewhere.) The material is confidential and you don't want that confidential material available to others.

Curriculum Resource Center (CRC)
Main Desk -- 740-368-3554

Note: Beeghly Library also has video equipment. If you choose to use this option, you will be expected to follow their rules and procedures.

Gateway 3: Evaluation Procedures

Evaluation of Student Teaching/Clinical Practice is a joint responsibility of the college supervisor, the cooperating teacher, and the teacher education candidate. It is an on-going process in which the candidate's strengths are continually acknowledged and areas for growth are identified. Each aspect of the process is critical and should occur with full knowledge of all involved parties.

Cooperating Teacher's Feedback

The Student Teacher and Cooperating Teacher should have regularly scheduled conferences in which the Student Teacher's on-going self-assessments and the Cooperating Teacher's evaluative comments are discussed. It is advised that frequent written feedback be provided to the student teacher. Many Cooperating Teachers find it helpful to keep a small journal or notebook in which they write comments to their student teachers, and the student teachers write back to them. In this way, ideas and suggestions are not forgotten during the busy day. Written feedback on specific lessons also provides guidance and clarifies goals set for the student teacher. Such records are also useful when writing the final evaluation.

University Supervisor's Feedback

University supervisors make written evaluative comments and suggestions each time they visit a student teacher. These serve as a continuous, evaluative commentary on candidate growth. Supervisors make every attempt to debrief candidates about these written comments and help them make goals for future improvement.

Candidate's Feedback

Candidates should reflect on the effectiveness of each lesson by completing the Post-Observation page of the lesson plan. Cooperating Teachers and University Supervisors use these comments to help them understand where candidates are in their ability to reflect on their work and to become aware of concerns, questions, or issues important to the candidate.

Midterm and Final Conferences

Each student teacher will have an individual midterm and final conference with the Education Department faculty members who are the university supervisors.

- **Midterm Conference**

In preparation for the midterm conference, candidates are to complete the mid-term CPAST showing their strengths, areas in need of improvement, and their goals for the remainder of their student teaching experience.

- **Final Conference**

For the final conference, candidates are to prepare a typed final self-reflection paper showing what they have learned about themselves as a teacher, their strengths, progress toward meeting their goals, and areas for continued improvement. **The final self-reflection paper should reference the three OWU Themes and the corresponding learning outcomes and be uploaded into SL&L**

Midterm and Final Evaluation Forms (CPAST)

CPAST: Candidates are expected to be at the “Emerging” level or higher in all categories by the midpoint of student teaching. A score in any category below this level will require a meeting of relevant persons (e.g. candidate, supervisors, cooperating teacher, advisor, content faculty) to discuss the viability of continuing in student teaching and/or development of a written plan for improvement. Candidates are expected to be at the “Meets Expectations” level or higher on all items by the conclusion of Student Teaching. Scores on any item below this level requires a meeting of relevant persons (e.g. candidate, supervisors, cooperating teacher, advisor, content faculty) to discuss the viability of the candidate’s eligibility for licensure.

The Cooperating Teacher(s) will complete two formal evaluations at midpoint and at the end of the student teaching experience using online student teaching evaluation, Candidate Preservice Assessment of Student Teaching (CPAST). These evaluations will be discussed at the midterm and final conferences. The Cooperating Teacher is asked to share evaluations with the Student Teacher. While the forms are itemized according to various skills, in summary we are looking for qualities in a future teacher that demonstrate a positive relationship toward students, knowledge of subject matter, ability to effectively use teaching skills, excellent communication with colleagues, and a willingness to solve problems creatively should they arise. University supervisors also complete the CPAST assessment.

Self-Reflection Paper

The purpose of the self-reflection paper is to help candidates evaluate where they are as teachers: their strengths, knowledge, skills, and disposition as both an instructional leader and classroom manager. They also need to think about ways they plan to grow. To reflect on these issues, candidates must submit a typed three to four page, double-spaced paper that responds to the reflection prompts found on page 53.

End of Student Teaching

Completion of Gateway 1 and Gateway 2 as well as the following requirements signify the completion of Gateway 3.

- **Overall GPA:** Minimum cumulative GPA of 2.8
- **Education GPA:** Minimum cumulative GPA of 2.8 in education coursework
- **Content Area GPA:** Minimum cumulative GPA of 2.8 in content area courses
- **CPAST:** Candidates are expected to be at the “Meets Expectations” level or higher on all items by the conclusion of Student Teaching. Scores on any item below this level requires a meeting of relevant persons (e.g. candidate, supervisors, cooperating teacher, advisor, content faculty) to discuss the viability of the candidate’s eligibility for licensure.
- **Self-Reflection Paper:** Minimum rating on each criterion, “Adequate;” except for Writing where the minimum rating is “Proficient.”
- **OWU Dispositional Assessment:** Must not have more than two, “Partially Meets Expectations” ratings and no, “Falls Short of Expectations” ratings at the end of Student Teaching.
- **Research in Practice:** Minimum rating on each criterion is “Adequate”.
- **Technology Integration:** Minimum rating on each criterion is, “Adequate”.
- **Successful completion** (at least a grade of satisfactory or B-) for Student Teaching Seminar and the three units of Student Teaching

Gateway 4:

Eligibility for Licensure: Program Completer

Completion of Gateway 1 through Gateway 3 as well and the following requirements signify the completion of Gateway 4.

- Passing scores on all required State of Ohio licensure exams
- Successful completion of the edTPA
- Completion of the “exit survey” and other required licensure materials
- Valid BCI and FBI documentation at the time of recommendation for licensure
- Completion of online Resident Educator Licensure Application
- Online payment of licensure fee

Schedules and Assumption of Responsibilities

Student teaching involves a gradual and sequential introduction to, and eventual assumption of, the full range of experiences associated with teaching. As always, teacher education candidates and cooperating teachers should consider the particular requirements of the classroom setting, students, and program. The following schedule is a general one that allows teacher education candidates to assume increased teaching responsibilities over the semester. Following this general discussion are suggested schedules for assuming teaching responsibilities in each licensure area.

The Induction Phase

The first week or two in a classroom should include orientation to the classroom, school, and community, and preparation for assuming major teaching activities. Whenever possible during these first two weeks, the teacher education candidates should assume some responsibility for teaching or working with individuals or small groups of students and assisting the teacher.

The Initial Teaching Phase

During the next week or two of student teaching, teacher education candidates start teaching one subject or skill to a small group of the entire class (early childhood), or portions of one class (middle and secondary). Student teachers should begin with one area of concentration and gradually assume additional teaching responsibilities until they are assuming significant responsibilities. Also during this phase, teacher education candidates should continue to work with individuals or small groups of students and assist the cooperating teacher.

The Sustained Teaching Phase

Eventually, student teachers should assume complete responsibility for the instructional program. When this occurs varies by licensure program. However the student teacher should have full responsibility for a minimum of two to three weeks. During this phase, planning, implementation, and evaluation of the classroom is the entire responsibility of the student teacher, in consultation with the cooperating teacher, who provides assistance, suggestions, and evaluative feedback.

The Concluding Phase

During the last week of the clinical practice experience, the teacher education candidate may decrease his or her teaching responsibility, gradually returning the instructional program to the cooperating teacher. If possible, it is recommended that teacher education candidates take some time to observe other classrooms in the building.

Suggested Timeline for Assumption of Teaching Responsibilities

This **schedule for assumption of teaching responsibilities** is provided as a guideline. Individual adjustments to the schedule should be made to accommodate the cooperating teacher's schedule. At the beginning, student teachers may use their cooperating teacher's curriculum and lesson ideas to develop their own daily lesson plans. As student teachers assume responsibility, however, they should begin developing their own lesson ideas and units in conjunction with the cooperating teacher's guidance. Student teachers are always expected to have complete written daily lesson plans.

Week	Duties
Week 1- Week 2	Observe classes, learn students' names, assist teacher, study materials, and plan for upcoming weeks. <u>Teach 1 lesson or at least a portion of a lesson in front of the first class for which you will be responsible.</u>
Week 2- Week 3	Continue observing all classes and assisting the teacher. Use cooperating teacher's curriculum and ideas to plan for second class. <u>Teach all lessons for at least 1 class; begin in second class for which you will be responsible.</u>
Week 4- Week 5	Continue observing, assisting, and planning. Develop your own lesson ideas and plans as directed by the cooperating teachers. <u>Teach all lessons for 2 classes, add a third.</u>
Week 5- Week 6	Continue observing, assisting, and planning. <u>Teach at least 3 classes.</u>
Week 7- Week 14	<u>Assume the cooperating teacher's full schedule of teaching responsibilities.</u>
Week 15	Gradually shift responsibilities back to the cooperating teacher.

Suggested Timeline for Assumption of Teaching Responsibilities: MC Program

This schedule for assumption of teaching responsibilities is provided as a guideline. Individual adjustments to the schedule should be made to accommodate the cooperating teacher's schedule. Student teachers should assume classes in the classroom first, before assuming the responsibility for Exploratories, Electives, etc. At the beginning, student teachers may use their cooperating teacher's curriculum and lesson ideas to develop their own daily lesson plans. As student teachers assume responsibility, however, they should begin developing their own lesson ideas and units in conjunction with the cooperating teacher's guidance. Student teachers are always expected to have complete written daily lesson plans.

Week	Duties
Week 1	Observe classes, learn students' names, assist teacher, and plan for upcoming weeks. <u>Teach 1 lesson for first placement area.</u>
Week 2	Continue observing all classes and assisting the teacher. Use cooperating teacher's curriculum and ideas to plan for first concentration area. <u>Teach all lessons for 1 class in the first concentration area.</u>
Week 3- Week 4	Continue observing, assisting, and planning. Use cooperating teacher's curriculum and ideas to plan for several classes. <u>Teach all lessons for several classes in first concentration area.</u>
Week 5- Week 7	Develop your own lesson ideas and plans in conjunction with the cooperating teacher's guidance. <u>Assume the cooperating teacher's full schedule of teaching responsibilities for the first concentration area.</u>
Week 8	Gradually shift responsibilities back to the cooperating teacher.
Week 9	Change to second Concentration Area. Observe all classes and assist the teacher. Use cooperating teacher's curriculum and ideas to plan for second concentration area. <u>Teach all lessons for 1 class in second concentration area.</u>
Week 10- Week 11	Continue observing, assisting, and planning. Use cooperating teacher's curriculum and ideas to plan for second concentration area. <u>Teach all lessons for several classes in second concentration areas.</u>
Week 12- Week 14	Develop your own lesson ideas and plans in conjunction with the cooperating teacher's guidance. <u>Assume the cooperating teacher's full schedule of teaching responsibilities for the second concentration area.</u>
Week 15	Gradually shift responsibilities back to the cooperating teacher.

Appendix A: EPP Conceptual Framework Alignment with Standards

Ohio Wesleyan University

EPP Conceptual Framework: Alignment with Standards

Our completers attain the qualities of a *competent, committed, professional teacher for a diverse, democratic society* by meeting the Ohio Wesleyan University Teacher Education Unit's learning outcomes. The three themes provide the framework for organizing the ten Learning Outcomes, which are aligned to state and national standards shown here. See individual programs for the alignment to specialize professional organizations (SPAs).

THEME I: CONTENT KNOWLEDGE

OWU Learning Outcome 1) <i>knowledge</i> of disciplines being taught and the <i>ability</i> to organize, integrate, and convey knowledge so that it is comprehensible to all students.	
Ohio Standards for the Teaching Profession	CAEP Standard
Standard 2: Teachers know and understand content area for which they have instructional responsibility.	Standard 1: Content and Pedagogical Knowledge

THEME II: TEACHING AND LEARNING

OWU Learning Outcome 2) <i>knowledge</i> of human development, motivation, and learning, as well as the individual and contextual factors which guide one's <i>ability</i> to develop instruction that is appropriate for all students.	
Ohio Standards for the Teaching Profession	CAEP Standard
Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.	Standard 1: Content and Pedagogical Knowledge
OWU Learning Outcome 3) <i>knowledge</i> of classroom organization, management, and curriculum, and the <i>ability</i> to design, implement, and manage the learning environment in ways that support active student learning and independence.	
Ohio Standards for the Teaching Profession	CAEP Standard
Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.	Standard 1: Content and Pedagogical Knowledge
OWU Learning Outcome 4) <i>knowledge</i> of a variety of instructional strategies and materials, including technology, that encourage students' problem-solving, critical thinking and independent learning, and the <i>ability</i> to select and implement instructional strategies that account for and adapt to all contexts, learners, and content.	
Ohio Standards for the Teaching Profession	CAEP Standard
Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.	Standard 1: Content and Pedagogical Knowledge

OWU Learning Outcome 5) <i>knowledge</i> of a variety of assessments strategies that are embedded in instruction and the <i>ability</i> to use formative and summative assessments to monitor and evaluate student learning, as well as to inform one’s own teaching.	
Ohio Standards for the Teaching Profession	CAEP Standard
Standard 3: Teachers understand and use varied assessments to inform instruction, evaluation and ensure student learning.	Standard 1: Content and Pedagogical Knowledge

THEME III: CHARACTER AND PROFESSIONALISM

<p>Dispositions for all OWU preservice teachers reflect a belief in the following qualities: OWU Learning Outcome 6) commitment to teaching as a viable, honorable profession. OWU Learning Outcome 7) the importance of fostering collaborative relationships with colleagues, families and the larger community. OWU Learning Outcome 8) the importance of affirming one’s efficacy as it relates to student learning. OWU Learning Outcome 9) the understanding that the democratic ideals of a multicultural society are foundational to all teaching and learning. OWU Learning Outcome 10) the importance of engaging in reflective practice and continuous professional development.</p>	
Ohio Standards for the Teaching Profession	CAEP Standard
<p>The dispositions OWU identifies in our institutional standards are similar to the dispositions identified in the OSTP. The following standards are particularly relevant.</p> <p>Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.</p> <p>Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.</p> <p>Standard 7: Teachers assume responsibility for professional growth, performance and involvement as individual and as a member of a learning community.</p>	Standard 1: Content and Pedagogical Knowledge

The OWU Learning Outcomes are derived from the Unit’s Conceptual Framework, found on p. 5-6 of the 2017-2018 Program Handbook, and available on the department website:

<https://www.owu.edu/files/resources/educationprogramhandbook.pdf>

The Ohio Standards for the Teaching Profession:

https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Rev_TeachingProfession_aug10.pdf.aspx

Appendix B: Student Teaching Forms

Forms can also be found online at:
owu.edu.education



Lesson Plan Template

(When using this template delete the text in parentheses and replace it with your own text. Remember, your lessons plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.)

Student Teacher:

Date:

Grade/Subject:

Estimated Lesson Duration:

PRE-INSTRUCTIONAL PLANNING	USE OF ONLINE RESOURCES
(What do your students know about the topic? Where does this fit in the context of the unit with regards to previous content/skills taught? What pre-assessment data do you have access to that will allow you to determine exactly what your students know about the topic prior to instruction?)	(Provide the URL to the online resources that you reviewed on effective teaching strategies or resources related to the content being taught)
CENTRAL FOCUS	STANDARDS
(Identify the important understanding(s) and core concepts(s) that you want students to develop within the learning segment. In other words, what is the big idea?)	(List Ohio Learning Standards as they align with the learning objectives. Include the number and text of each standard being addressed. If only a portion of a standard is being addressed, then only list the part(s) that are relevant.)
LEARNING OBJECTIVE(S)	ASSESSMENT(S)
(Objectives should be measurable and aligned with the standards. Be specific and begin with a Bloom's verb—for example, <i>analyze, compare, describe, explain, interpret, locate, present</i> . What will your students know and do as a result of this lesson, and how will you assess it?)	(List the formal and informal assessments that will be used to assess student learning. Explicitly connect to standards and learning objectives.)
ACADEMIC LANGUAGE	
(Identify the language function that this lesson supports)	
(Identify the key <u>content specific</u> vocabulary, terminology, and concepts [academic language] that students need to understand to participate fully in this lesson.	
(Identify the instructional supports (learning tasks) that will allow students to learn and use the identified academic language, and identify as syntax or discourse.)	
INSTRUCTIONAL RESOURCES and MATERIALS	
(List pertinent materials/resources needed for this lesson, including technology.)	
SUPPORT FOR DIVERSE STUDENT NEEDS	
(List how you will differentiate instruction in order to make the lesson accessible for all students, including those who may or may not have special needs. Consider students with IEPs or 504 Plans, ELLs, students at risk of failing, and advanced learners. Intelligence, learning style, gender, etc. may also need to be considered. This may include access to academic language demands, content modification, assessment accommodation, etc.)	



LESSON PLAN TEMPLATE

LEARNING TASKS

A. Hook/Launch/Warm-up: [] minutes

(Describe how you will engage students' attention and activate their prior knowledge. Use this section to tell students what they will learn (state objective) and why it is important.)

B. Instructional Strategies: [] minutes

(Write steps/activities out in sequence. What will you say and do? What content and/or procedural knowledge will you provide? How will you deliver it? What examples/models will you offer? What questions will you ask? When and how will you check for understanding? What instructional materials will you distribute and when? How will you structure opportunities for students to work with partners or in groups? What criteria will you use to form groups? What will you do if some students finish more quickly than others?)

C. Closure: [] minutes

(Describe how you will summarize the lesson's activities and how they relate to the learning objectives. How will you forecast what happens next? Is there homework? How will you end your lesson?)



Lesson Plan Template

Post-Observation Reflection	
<i>AFTER you teach your lesson (by the beginning of the next class), complete this reflection</i>	
Teacher Candidate:	School:
Subject/Content:	
Post Conference Date:	Time:
Discuss what worked, what didn't, and for whom?	
What instructional changes do you need to make as you prepare for the lesson tomorrow, if you were going to teach the next lesson?	
If you could teach this lesson again to this group of students what changes would you make to your instruction ? <i>Whole class:</i> <i>Groups of students:</i> <i>Individual students:</i>	
Why will these changes improve student learning?	
What research/theory supports these changes?	

EE/IEE Block Lesson Plan Template

Student Teacher:

Cooperating Teacher:

School:

University Supervisor:

Grade Level/Classroom Number:

Date	Activity/Subject
Standard(s)	“I Can” Statement(s)
Materials	
Environmental Preparation	
Procedures	
Accommodations	
Other Notes	Assessment(s)
Reflection	



U.S. Formative Observation Form

Teacher Candidate:	Date:
Evaluator:	Evaluator's Position:
School/District:	Grade Level:
Subject:	Duration:

This is a formative field observation form that University Supervisors will pilot in 2022. The goal of this form is to provide you specific, targeted feedback on things that went well in the lesson, and allow you to learn and improve as you progress through student teaching/field placement. This list is not exhaustive of what we hope to see when you teach, but these are the key lesson components that the OWU Education Department faculty are looking for when we observe you.

- 3: Strong evidence and well-implemented
- 2: Observed, but there is room to improve
- 1: No strong evidence
- NO: Not observed during this observation

	3	2	1	NO
Lesson Objectives				
Align to standards				
Clear and explicit				
Assessed during the lesson				
Lesson Strategies, Activities, and Delivery				
Strong, engaging hook to draw students in to the lesson				
Activation of students' prior knowledge				
Use of strategies that are appropriate for the lesson objective(s)				
Use of activities and student work that engage students as active learners				

Differentiation of strategies, activities, and student work to ensure that all students sufficiently benefit from the lesson				
Communication of accurate, relevant content, key concepts, and understandings				
Solid pacing and use of class time				
Classroom Management and Leadership				
Classroom rules, expectations, and procedures that minimize downtime, maintain student discipline/behavior, and maximize student engagement in the material				
Reinforcement of positive behavior; redirection of off-task conversations; correction of disruptive behaviors				
Reinforcement of school-wide norms and use of school-wide routines				
Student Engagement and Real-Time Assessment				
Students' active participation in the learning process				
Assessment of students' understanding throughout the lesson using techniques that align to lesson objectives				
Identification and correction of common misunderstandings				
Movement of students to the rigorous levels of understanding required by the lesson objectives				
End-of-Class Assessment and Student Mastery of Objectives				
Assessment of students' mastery at the end of the lesson to confirm mastery of lesson objective(s)				
Appropriate closure and wrap up of lesson				

Notes:

Areas of strength:

Area(s) to focus for next observation:



Cooperating Teacher Weekly Form Feedback

Cooperating teachers, please fill out this form towards the end of each week taking into consideration the holistic performance of the student teacher as you complete each row. Please be sure to discuss it with the student teacher, including feedback on what needs to be changed as they move forward identifying areas of focus for the next week. The goal is that by the end of the semester, the ST 'Meets Expectations' on all indicators.

Student teacher:

Cooperating teacher:

School/District/Subject:

Date:

Content Knowledge			
	Exceeds Expectations	Meets Expectations	Emerging
Content & Pedagogical Content Knowledge	<ul style="list-style-type: none"> Knows major concepts and principles of content matter Consistently and effectively addresses misconceptions to guide all learners to accurate understanding 	<ul style="list-style-type: none"> Knows major concepts and principles of content matter Consistently addresses common misconceptions 	<ul style="list-style-type: none"> Inconsistently applies major concepts and principles of content matter to lessons being taught
Academic Language	<ul style="list-style-type: none"> Knows and consistently models the use the academic language of the discipline to make learning accessible to individual students as well as the whole class 	<ul style="list-style-type: none"> Knows and consistently models the use the academic language of the discipline to make learning accessible to the whole class 	<ul style="list-style-type: none"> Inconsistently models the use the academic language of the discipline to make learning accessible to all students
Differentiated Instruction	<ul style="list-style-type: none"> Effectively differentiates instruction to support the learning needs of most students, including students identified as gifted, students with disabilities and at-risk students 	<ul style="list-style-type: none"> Effectively differentiates instruction to support the learning needs of most students, including students identified as gifted, students with disabilities and at-risk students 	<ul style="list-style-type: none"> Inconsistently differentiates instruction to support the learning needs of all students
Teaching & Learning			
Knowledge of Development	<ul style="list-style-type: none"> Consistently and effectively applies knowledge of intellectual, social, and emotional characteristics of age group 	<ul style="list-style-type: none"> Consistently and effectively applies knowledge of intellectual, and social or emotional characteristics of age group 	<ul style="list-style-type: none"> Inconsistently applies knowledge of intellectual, social, and emotional characteristics of age group
Knowledge of Students	<ul style="list-style-type: none"> Effectively uses knowledge of what students bring to the learning situation (interests, cultural and experiential background, and/or varied approaches to learning, etc.) to make instruction relevant, accessible and challenging 	<ul style="list-style-type: none"> Consistently and effectively uses knowledge of students' interests to make instruction relevant and accessible 	<ul style="list-style-type: none"> Limited use and/or knowledge of what students bring to the learning situation

Environment of Respect and Rapport	<ul style="list-style-type: none"> Establishes an environment of mutual respect and rapport with and between students 	<ul style="list-style-type: none"> Establishes an environment of mutual respect and rapport with students 	<ul style="list-style-type: none"> Attempts to establish an environment of respect
Managing Student Behavior	<ul style="list-style-type: none"> Standards of behavior are consistently established and maintained with minimal teacher intervention Student behavior is consistently appropriate and self-regulated 	<ul style="list-style-type: none"> Standards of behavior are established and maintained with teacher-directed prompts Overall student behavior is generally appropriate Any misbehavior is minor and swiftly handled 	<ul style="list-style-type: none"> Standards of behavior are inconsistently maintained
Instructional Strategies	<ul style="list-style-type: none"> Uses variety of instructional strategies that meets the needs of individual students as well as the whole class 	<ul style="list-style-type: none"> Uses variety of instructional strategies that meets the needs of the whole class 	<ul style="list-style-type: none"> Limited variety of instructional strategies
Flexibility	<ul style="list-style-type: none"> When needed, makes appropriate adjustments during implementation of the lesson to make learning accessible to individual students Seizes on a teachable moment to enhance a lesson 	<ul style="list-style-type: none"> When needed, makes appropriate adjustments during implementation of the lesson to make learning accessible to the whole class 	<ul style="list-style-type: none"> Even when needed, ST's adjustment of the lesson is minimal
Questioning & Discussion Techniques	<ul style="list-style-type: none"> Uses open-ended questioning and discussion techniques ST builds on students' responses to deepen understanding 	<ul style="list-style-type: none"> Uses open-ended questioning and discussion techniques that engage and challenge all students ST calls on most students, even non-volunteers 	<ul style="list-style-type: none"> ST uses questions that lead students through a single predetermined path, or that require single-word responses ST elicits limited student responses
Assessment			
Formative & Summative	<ul style="list-style-type: none"> Uses various formative and summative assessment strategies to monitor student understanding and adjusts instruction accordingly 	<ul style="list-style-type: none"> Uses various formative and summative assessment strategies to monitor student understanding 	<ul style="list-style-type: none"> Uses limited formative and summative assessment strategies to monitor student understanding
Feedback	<ul style="list-style-type: none"> Provides feedback that is accurate, constructive, substantive, specific, and timely 	<ul style="list-style-type: none"> Provides feedback that is accurate, specific, and timely 	<ul style="list-style-type: none"> Provides general feedback
<p>Areas of strength:</p> <p>Areas to address for next week:</p>			

**Student Teaching
Weekly Teaching Schedule Form**

Teaching Schedule for Week of: _____ (upcoming week)

Student Teacher _____

Cooperating Teacher: _____

University Supervisor: _____

	Period/Block: Exact Time								
	Class/Subject, Room Number								
	I will teach periods/blocks:				Do not come (specify day and time) because:				
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

**Student Teaching
Weekly Time Sheet**
Candidates are expected to complete this form and email or fax to the
Education Department every Friday by 4:30 p.m. 740-368-3553

Student Teacher _____ Phone _____ E-Mail _____

Cooperating Teacher's Signature _____

School _____ Room _____

**Record the estimate of the time in parts of hours; i.e., 30 minutes = .5 hours, 15 minutes = .25 hours;
45 minutes = .75 hours**

Submit the report to the Education Office each Friday for the preceding week.

Week Beginning: _____ Full time teaching this week? Yes/No

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY/ SUNDAY	TOTAL IN HOURS
1. Large Group Teaching Instruction							Combine Number of Hours for Row 1 and 2:
2. Small Group Instruction/Tutoring							
3. Preparation for Teaching/Planning/ Conferencing with Cooperating Teacher							
4. Observation and non-teaching classroom time							
5. Other Activities (duties, meetings, parent conferences, in-services)							

Self-Reflection Paper

(Completed at the end of each Field and Student Teaching experience)

The purpose of this assessment in your professional preparation is to help you develop the habit of mind of reflecting on how your pedagogical practices impact student learning.

You will receive feedback on your self-reflection paper at the end of your field experience(s) and student teaching. Substantive feedback is provided for you to improve your future pedagogical practices as well as your ability to reflect on your teaching.

***The minimum rating on all criteria is "Adequate," except for "Writing" where the minimum rating is "Proficient."**

If you earn less than the minimum rating on any criterion you must rewrite your self-reflection paper. At the Field Experience level, you can rewrite your Self-Reflection paper twice. If on the third attempt you are still unable to earn the minimum ratings, then you will be unable to continue in the program. At the Student Teaching, level you can rewrite your Self-Reflection paper once. If on the second attempt you are still unable to earn the minimum ratings, then you will not be recommended for licensure.

Referring to either the Program or Student Teaching Handbook, review the three OWU Teacher Education Program themes (Content Knowledge, Teaching and Learning, and Character and Professionalism) and corresponding learning outcomes. Then, type a four to five page, double-spaced, paper that responds to the following reflective prompts. Please respond to each prompt independently.

- Briefly describe the class you worked with in your placement (e.g., the school, the grade, the subject area(s) taught).
- Analyze your teaching in regards to student learning. What do you feel good about? What do you wish had gone better? Provide specific evidence/examples to support your statements.
- What connections have you made between your teaching and the three OWU Themes, readings (from this course and others), discussions and/or assignments?
- After reflecting on this teaching experience, identify both short-term goals and long-term goals that support your continued growth as a professional.

Criteria	Excellent – Exceeds Expectations (4 points)	Proficient – Meets Expectations (3 points)	Adequate – Partially Meets Expectations (2 points)	Unsatisfactory – Fails to Meet Expectations (1 point)
Focus of Analysis CAEP 1;InTASC 9(c), 9(g); OSTP 7.3; OWU 10	Focus is on students. Uses assessment and interactions with students to interpret what and how students are learning to help them, especially concerned with struggling students.	Focus is on students. Uses interactions with students generally to interpret what students are learning.	Focus is on specific teaching tasks such as planning and management, but does not consider connections between these tasks and student learning.	Focus is on self (i.e., how does this affect me?) or on issues that do not involve a personal stake. Primary concerns may include control of the students, time at school and workload, gaining recognition for personal successes (including grades), and/or blaming others for failure.

Evidence of Analysis CAEP 1; InTASC 9(l); OSTP 7.3; OWU 10	Analyzes and cites detailed, specific evidence of both growth and shortcomings as related to teaching.	Analyzes and cites general evidence of both growth and shortcomings as related to teaching.	Discusses growth and shortcomings; evidence is cursory, lacks depth.	Identifies growth or shortcomings, but not both.
Connections CAEP 1; InTASC 9(n); OSTP 7.3; OWU 10	Includes thoughtfully drawn connections between one's own teaching and the three themes as well as class readings, discussions, and assignments from this and past semesters.	Includes some connections to the three themes between one's own teaching and class readings, discussions, and/or assignments from this and past semesters.	Mentions class readings, discussions, and/or assignments; however, connections between the three themes and one's own teaching are vague or superficial.	Does not include connections to readings, discussions, and/or assignments.
Goals CAEP 1; InTASC 9(k); OSTP 7.3; OWU 10	Long- and short-term goals are specific, personalized, and achievable.	Long- and short-term goals are set and reasonable.	Long- and short-term goals are simplistic, or too broad for progress to be recognized.	Either long-term or short-term goals are set, but not both, or no goals stated.
Writing	Paper is almost entirely free of spelling, punctuation, and grammatical errors; any errors present don't impede understanding.	Paper may contain a few errors; but the errors don't impede understanding.	Paper has many errors that distract the reader and temporarily impede understanding.	Paper has numerous spelling, punctuation, and grammatical errors such that the paper's meaning is obscured.

This assessment aligns with the following standards:

CAEP Standard 1 – Candidate Knowledge, Skills, and Professional Dispositions

- 1.1 – Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level (s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

InTASC Standard Category 9 – Professional Learning and Ethical Practice

- 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g. systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9(g) The teacher understands and knows how to use a variety of self-assessment, and problem-solving strategies to analyze and reflect on his/her practice and plan for adaptations/adjustments.
- 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance and school- and system-wide priorities.
- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

Ohio Standards for the Teaching Profession (OSTP) Standard 7 – Professional Growth

- 7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

OWU Learning Outcome

- **10** – Candidates understand and demonstrate the importance of engaging in reflective practices.

OWU Department of Education Dispositional Assessment

Purpose of Assessment

The Ohio Wesleyan University Department of Education expects its candidates to demonstrate the professional attitudes, values, and beliefs reflective of excellent teachers, as stated in Theme Three of the OWU Department of Education Conceptual Framework: Character and Professionalism. Likewise, the Ohio Department of Higher Education, State Board of Education, and Council for the Accreditation of Educator Preparation (CAEP) requires educators to behave in ways that positively represent the teaching profession.¹ (Local, state, and national standards addressed by this assessment are listed on the final page.) Therefore, the OWU Department of Education has prepared this dispositional assessment of its education students (“candidates”).

Dispositions are not simply values and attitudes, but *the ways in which those are habitually demonstrated*.² It is these outwardly expressed behaviors (e.g., verbal and non-verbal communication, actions, demeanor), their demonstration through teaching, and their impact on student outcomes that are assessed here.

This assessment is completed at a minimum* of three points.

GATEWAY I: Admittance to Licensure Program

- Completed by candidate as a self-assessment; **must include comments/examples**

GATEWAY II: End of Methods Courses and Field Placements

- Completed by cooperating teachers and methods professors
- Completed by candidate as a self-assessment; **must include comments/examples**
- **One or more** “Partially meets expectations” or below requires a meeting of relevant persons (e.g., candidate, professor, program chair, advisor) to discuss the viability of the candidate’s continuation in the education department, and a written action plan for improvement.

GATEWAY III: End of Student Teaching

- Completed by cooperating teachers and university supervisors
- Completed by candidate as a self-assessment; **must include comments/examples**
- **Three or more** “Partially meets expectations” *or* **one or more** “Falls short of expectations” requires a meeting of relevant persons (e.g., candidate, professor, program chair, advisor, cooperating teacher) to discuss the viability of the candidate’s continuation in student teaching, eligibility for licensure, and/or a written action plan for improvement.

*A professor, supervisor, or advisor may complete the dispositional assessment at other times as well, and/or ask the candidate to complete it as a self-assessment.

¹ Licensure Code of Professional Conduct for Ohio Educators, 2008, p. 8

² CAEP Glossary, 2014, <http://caepnet.org/resources/glossary/>; NCATE defines dispositions as used in teacher education; Issues call to action. (2007, November 13). Retrieved from <http://www.ncate.org>; Ros-Voseles, D. D. & Moss, L. (2007, September). The role of dispositions in the education of future teachers. *Young Children*, 62(5), 90-98

**OWU Department of Education
Dispositional Assessment**

**Dispositions are not simply values and attitudes, but *the ways in which those are habitually demonstrated.*
It is these outwardly expressed behaviors (i.e., verbal and non-verbal communication, actions, demeanor) that are assessed here.**

Please complete this form based on your experience with the candidate over the course of the semester. Please note that the examples are intended to clarify the dispositions. They are neither comprehensive nor prescriptive: criteria are not limited to the following examples, and not all examples will apply to all students. (E.g., students in EDUC 110 and EDUC 251 are not expected to write plan lessons.)

1. Candidate communicates clearly, effectively, and positively (OWU 7; OSTP 6.1)

3 Meets All Expectations <i>(Expected Professional Behaviors)</i>	2 Partially Meets Expectations <i>(Baseline/Beginning Professional Behaviors)</i>	1 Falls Short of Expectations <i>(Unprofessional Behaviors)</i>
Verbal and non-verbal communication conveys respect, confidence, and enthusiasm – smiles, makes eye contact, speaks clearly, offers ideas & information as appropriate	Verbal and non-verbal communication conveys a basic degree of respect and engagement – smiles, makes eye contact, speaks clearly	Verbal and non-verbal communication conveys disrespect and a lack of confidence and enthusiasm – slouches, doesn't make eye contact, mumbles
Written communication is respectful, clear, and reflects the appropriate level of formality for the situation; uses a greeting, closing, and proper spelling & punctuation	Written communication conveys a basic degree of respect and clarity, and reflects the appropriate level of formality for the situation; typically uses a greeting, closing, and proper spelling & punctuation	Written communication is disrespectful, unclear, or too casual for the situation; does not include a greeting or closing, uses “text” language
Communicates directly, honestly, and fairly without prompting; expresses concerns constructively	Communicates directly, honestly, and fairly when prompted or invited; may have trouble expressing concerns productively	Gossips, complains frequently; complains about school problems, staff, or students in unacceptable forums

Comments/Examples:

2. Candidate works well with peers, cooperating teachers/school staff, and OWU faculty/staff (OWU 7; OSTP 6.3; CAEP 1; InTASC 10)

3 Meets All Expectations <i>(Expected Professional Behaviors)</i>	2 Partially Meets Expectations <i>(Baseline/Beginning Professional Behaviors)</i>	1 Falls Short of Expectations <i>(Unprofessional Behaviors)</i>

Works well with others; seeks out opportunities to collaborate with peers, cooperating teachers and other school personnel, and OWU faculty/staff as appropriate; others are willing and eager to work with candidate	No overt difficulty working with others; does not seek out opportunities to collaborate beyond requirements	Has difficulty working with others; others are unwilling and unenthusiastic about working with candidate
Demonstrates initiative routinely; recognizes ways to participate that are helpful and productive	Demonstrates limited initiative; has difficulty identifying how to be helpful and productive	Does not demonstrate initiative; routinely needs to be asked to participate, or oversteps professional boundaries
Proactive and respectful in addressing and responding to problems	Respectful in addressing and responding to problems	Passive, disrespectful, and/or defensive in addressing or responding to problems
Focus is routinely on others' needs, convenience, and best interests (e.g., plans lessons based on students' interests & needs, and cooperating teacher's guidance)	Focus is sometimes on others' needs, convenience, and best interests; may not intentionally consider students' or teacher's needs, convenience, and best interests	Focus is routinely on own needs, convenience, and best interests (e.g., schedules make-ups for field placement around own schedule rather than cooperating teacher & students' schedule)

Comments/Examples:

3. Candidate follows State, School, and other relevant standards for ethical conduct (OWU 6, 9; OSTP 7.1)

3 Meets All Expectations (<i>Expected Professional Behaviors</i>)	2 Partially Meets Expectations (<i>Baseline/Beginning Professional Behaviors</i>)	1 Falls Short of Expectations (<i>Unprofessional Behaviors</i>)
Candidate is familiar with and adheres to code of ethical conduct for his/her licensure area	Candidate may not be familiar with code of ethical conduct for licensure area, but adheres to generally accepted standards for ethics	Candidate is not familiar with and does not adhere to code of ethical conduct for his/her licensure area
Candidate addresses ethical concerns through appropriate channels	Candidate addresses ethical concerns through appropriate channels with guidance	Candidate ignores ethical concerns
Candidate always maintains PreK-12 students' confidentiality; is thoughtful and careful when sharing private information in appropriate contexts	Candidate mostly maintains PreK-12 students' confidentiality; may be too casual with some non-private information	Candidate violates PreK-12 students' confidentiality; shares private information casually

Comments/Examples:

4. Candidate demonstrates commitment to learning and professional growth (OWU 10; OSTP 7.2; CAEP 1; InTASC 10)

3 Meets All Expectations (<i>Expected Professional Behaviors</i>)	2 Partially Meets Expectations (<i>Baseline/Beginning Professional Behaviors</i>)	1 Falls Short of Expectations (<i>Unprofessional Behaviors</i>)
Attends class/field placements with zero unexcused absences; arrives on time (in the classroom ready to work at start time); keeps appointments; may volunteer beyond requirements	Attends class/field placements with zero unexcused absences; arrives on time; may rarely arrive late; notifies professor/cooperating teacher of absences/tardies	Misses class; arrives late; leaves early; doesn't notify professor/cooperating teacher of absences/tardies or does so at the last minute
Assignments and lesson plans are completed by due date; attends to tasks and responsibilities without prompting	Assignments and lesson plans are completed by due date; requires infrequent prompting	Assignments and lesson plans are late; fails to attend to tasks and responsibilities, or requires repeated prompting
Contributes in class and meetings with cooperating teachers/school personnel regularly with meaningful questions and comments; listens carefully and actively	Sometimes contributes in class or in meetings with cooperating teachers/school personnel; may be a passive observer	Does not contribute in class or meetings with cooperating teachers/school personnel, or questions and comments are extraneous/distracting, or is disrespectful when others are speaking
Candidate's appearance is neat, professional, and appropriate for the circumstances	Candidate's appearance is typically neat, professional, and appropriate for the circumstances; may need a reminder	Candidate's appearance is disheveled, unprofessional, or inappropriate for the circumstances (e.g., too casual)
Open to and seeks out new methods and ideas; conveys enthusiasm about being in class and field placement	Open to new methods and ideas	Apathetic towards or disdainful of new methods and ideas; class or field placement is treated as a burden or "something to get through"
Thoughtfully, intentionally, and routinely applies principles and strategies learned in coursework to field experiences	Attempts to apply principles and strategies learned in coursework to field experiences	Does not apply what is learned in coursework to field experiences

Comments/Examples:

5. Candidate uses constructive feedback and self-reflection to grow and improve (OWU 10; OSTP 7.2; CAEP 1; InTASC 9; 10)

3 Meets All Expectations (<i>Expected Professional Behaviors</i>)	2 Partially Meets Expectations (<i>Baseline/Beginning Professional Behaviors</i>)	1 Falls Short of Expectations (<i>Unprofessional Behaviors</i>)
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Welcomes and seeks out constructive feedback with an open mind; asks questions; puts effort toward improvement and growth	Receptive to constructive feedback	Closed to constructive feedback; defends/justifies behavior, choices, work, etc.
Thoughtfully, intentionally, and reflectively changes behavior, written work, etc., in response to feedback	Changes behavior, written work, etc., with some reflection in response to feedback	Does not change in response to feedback, or reverts back to old patterns
Comments/Examples:		

6. Candidate seeks opportunities to learn about and positively impact teaching quality, school improvements, and student achievement (OWU 8, 9; OSTP 1.3, 7.3; CAEP 1; InTASC 9, 10)

3 Meets All Expectations <i>(Expected Professional Behaviors)</i>	2 Partially Meets Expectations <i>(Baseline/Beginning Professional Behaviors)</i>	1 Falls Short of Expectations <i>(Unprofessional Behaviors)</i>
Candidate observes carefully and asks thoughtful, relevant questions of field supervisor/cooperating teacher	Candidate observes, and asks some relevant questions of field supervisor/cooperating teacher	Candidate watches passively and does not ask questions of field supervisor/cooperating teacher
Candidate attends to the needs of all learners routinely	Candidate attends to the needs of most learners; may be hesitant with some students at times	Candidate defers or does not accept responsibility for some-to-all students' learning needs
Candidate persists in helping students who struggle, and does so with patience, care, and intentionality	Candidate persists in helping students who struggle; may need guidance or encouragement to do so	Candidate does not persist in helping students who struggle, and/or expresses impatience or disdain
Candidate provides multiple opportunities and entry points for students to learn, particularly for students experiencing difficulty	Candidate provides some opportunities and few entry points for students to learn; may need guidance and support	Candidate provides few opportunities and a single entry point for students to learn, even with guidance and support
Comments/Examples:		

Additional comments:

Standards Addressed

Council for the Accreditation of Teacher Preparation

CAEP Standard 1: Content and Pedagogical Knowledge

Candidate Knowledge, Skills, and Professional Dispositions (1.1)

Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

CAEP Standard 2: Clinical Partnerships and Practice

Clinical Experiences (2.3)

The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

CAEP Standard 3: Plan for Recruitment of Diverse Candidates who Meet Employment Needs

Additional Selectivity Factors (3.3):

Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Interstate Teacher Assessment and Support Consortium

InTASC Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

OWU Learning Outcomes for Teacher Candidates

Candidates develop the following dispositions that characterize competent, committed, professional teachers for a diverse, democratic society:

- 6) commitment to teaching as a viable, honorable profession.
- 7) the importance of fostering collaborative relationships with colleagues, families and the larger community.
- 8) the importance of affirming one's efficacy as it relates to student learning.
- 9) the understanding that the democratic ideals of a multicultural society are foundational to all teaching and learning.
- 10) the importance of engaging in reflective practice and continuous professional development.

Ohio Standards for the Teaching Profession

OSTP Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.

1.3: Teachers expect that all students will achieve to their full potential.

OSTP Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

6.1: Teachers communicate clearly and effectively.

6.3: Teachers collaborate effectively with other teachers, administrators and school and district staff.

OSTP Standard 7: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

7.1: Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.

7.2: Teachers take responsibility for engaging in continuous, purposeful professional development.

7.3: Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Revised Assessment August 2019

Criteria for Successful Completion of Student Teaching as Measured by the CPAST Assessment

The CPAST assessment is an online form. We are not allowed to publish the form due to proprietary rights, however, the criteria for the assessment is provided below.

Midterm: Candidates are expected to be at the “Emerging” level or higher on all items by the midpoint of Student Teaching. A score on any item below this level will require a meeting of relevant persons (e.g. candidate, supervisors, cooperating teacher, advisor, content faculty) to discuss the viability of the candidate’s continuation in Student Teaching and/or development of a written plan for improvement.

Final: Candidates are expected to be at the “Meets Expectations” level or higher on all items by the conclusion of Student Teaching. Scores on any item below this level requires a meeting of relevant persons (e.g. candidate, supervisors, cooperating teacher, advisor, content faculty) to discuss the viability of the candidate’s eligibility for licensure.



Technology Integration Task

The OWU Department of Education meets all the standards set forth by **Council for the Accreditation of Education Professionals (CAEP)**. One of the CAEP standards states that...*candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.*

More specifically, CAEP articulates the following:

Candidates need experiences during their preparation to become proficient in applications of digital media and technological capabilities. They should have opportunities to develop the skills and dispositions for accessing online research databases, digital media, and tools and to identify research-based practices that can improve their students’ learning, engagement, and outcomes. They should know why and how to help their students access and assess critically the quality and relevance of digital academic content. Preparation experiences should allow candidates to demonstrate their abilities to design and facilitate digital or connected learning, mentoring, and collaboration. They should encourage use of social networks as resources for these purposes and to help identify digital content and technology tools for P-12 students’ learning. Candidates should help their students gain access to what technology has to offer. (CAEP, pg. 30)

<i>CAEP Proficiency & ISTE Standards</i>	<i>Courses</i>	<i>Evidence</i>
Candidates use online management systems (Blackboard, SL&L, K-12 grading programs) to access course readings and assignments, submit their work, and/or submit grades for the students they teach.	All EDUC courses All clinical experiences: Field Experience (EDUC 329, 339, 349 or 369) AND Student Teaching (EDUC 463, 474, or 484)	Completion of assigned readings, assignments, etc.
Candidates know how to access online research databases, digital media, and tools and to identify research-based practices that can improve their students’ learning, engagement, and outcomes	Methods (EDUC 321/322/323, EDUC 341 or EDUC 370) Field Experience (EDUC 329, 339, 349 or 369)	Lesson Plans
Candidates know why and how to help their students access and assess critically the quality and relevance of digital academic content. [ISTE Standards for Teachers – 2: Design and Develop Digital Age Learning Experiences & Assessment]	Methods (EDUC 321/322/323, EDUC 341 or EDUC 370) – Introduction to SAMR model. See OWU <i>Technology Integration: Resources and Ideas.</i> Field Experience (EDUC329, 339, 349 or 369) – Implementation of SAMR model.	<i>Technology Integration I</i> – Lesson plan from Field Experience with reflection addressing how the incorporation of technology by the candidate enhanced student learning.
Candidates demonstrate their abilities to design and facilitate	Student Teaching (EDUC 463, 474, or 484) – Continued implementation of SAMR model	<i>Technology Integration II</i> – Lesson plan from Student Teaching with

digital or connected learning, mentoring, and collaboration. [ISTE Standards for Teachers – 2: Design and Develop Digital Age Learning Experiences & Assessment] {ISTE Standards for Students – 3: Knowledge Constructor; 6: Creative Communicator}	with a focus on social networks as a means to help identify digital content and technology tools for P-12 students’ learning.	reflection narrative addressing how the incorporation of technology by the student teacher and students enhanced student learning.
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Throughout each licensure program, candidates are asked to do the following:

- A. use technology (online research databases, digital media, and tools) related to the content being taught; and to
- B. create lesson plans that use educational technology to support the teaching of the lesson and/or support students’ use of technology to enhance their learning.

Revised September 2018



Technology Integration Task & Assessment Rubric

This task is completed for the first time during your field experience practicum and a second time during student teaching.

To demonstrate your competency with using technology in the teaching/learning process, you are required to:

1. Create lessons that incorporate technology using the OWU lesson plan template striving for the highest level of technology integration that is developmentally appropriate for the learners and the context in which you are teaching.
2. Select one lesson plan that represents your best work integrating technology into your teaching; and then
3. Write a reflective narrative after teaching the technology lesson. The narrative should address the following prompts:
 - o Describe your classroom context and why you believe you have implemented technology in a developmentally appropriate manner for the learners that you are teaching.
 - o Explain why you believe your use of technology provided opportunities for your students to engage in an authentic and active manner for learning?

Each time you submit this assignment, please combine your technology lesson plan and written reflective narrative into one document and upload it into SL&L.

Minimum Scoring Criteria:

You must earn a minimum score of “adequate” on all indicators. You must redo the assignment until you have reached at least the minimum expectations for technology integration.

Modified Summer 2020



Technology Integration Rubric

		EXCELLENT Exceeds Expectations	PROFICIENT Meets Expectations	ADEQUATE Partially Meets Expectations	UNSATISFACTORY Fails to Meet Expectations
Use of Technology is Developmentally Appropriate	Students' use of technology supports engagement with moderately challenging tasks (<i>cognitive development</i>)	Technology use by students engages ALL students in a moderately challenging cognitive task.	Technology use by students engages MOST students in a moderately challenging cognitive task.	Technology use by students engages SOME students in a moderately challenging cognitive task.	Technology use is an add-on that is used to keep students busy
	Students' use of technology supports <i>collaboration and cooperation (social- emotional development)</i>	Technology use by students supports peer collaboration.	Technology use by students allows for peer collaboration.	Technology use by students provides opportunities to share ideas.	Technology use by students provides for limited opportunities for working with others.
Use of Technology Fosters Higher- Order Thinking.	<u>Scaffolded Learning</u> Technology use scaffolds learning to make it easier to understand concepts or ideas.	Technology use intentionally scaffolds learning to make it easier to understand concepts/ideas that wouldn't be possible w/o technology	Technology use intentionally scaffolds learning to make it easier to understand concepts/ideas	Technology use incidentally scaffolds learning to make it easier to understand concepts/ideas	Technology use provides limited or no opportunities to scaffold learning
	<u>Authentic Learning</u> Technology tools link the learning activities to the world increasing relevance and student motivation	Innovative use of technology within the learning activities that allows for student-directed exploration of the world beyond the classroom.	Technology use linked to relevant learning activities and allows for teacher-directed exploration of the world beyond the classroom.	Technology use related to learning activities with some meaningful relevant context for the students.	Technology use is limited to a predetermined and/or textbook-like curriculum unrelated to the students' interests or personal lives.
	<u>Active Learning</u> Use of technology supports students' active engagement in learning	Student-Centered Instruction Students use technology to engage in discovery learning.	Student-Centered Instruction Students use technology to extend their learning.	Teacher-Centered Instruction Students use technology to apply prior learning.	Teacher-Centered Instruction Students passively receive information.

Aligned Instructional Plan	Technology use is aligned to the LTs, instruction, and assessment	Technology selected is tightly/ <i>strongly aligned</i> to the LTs, instruction and assessment.	Technology selected is <i>aligned to the LTs, instruction and assessment.</i>	Technology selected is <i>aligned to the LTs and instruction</i> but not assessment.	Technology selected is <i>not aligned</i> to the LTs and/or instruction and assessment.
Rationale	<u>Quality of Technology Integration Justification</u>	The reflection provides a detailed justification for why technology use was developmentally appropriate, and how it provided students with a scaffolded, authentic <i>and</i> active learning experience.	The reflection provides a general justification for why technology use was developmentally appropriate, and how it provided students with a scaffolded, authentic <i>and</i> active learning experience.	The reflection provides an unclear justification for why technology use was developmentally appropriate and how it provided students with a scaffolded, authentic <i>and</i> active learning experience.	The reflection does not describe why technology use was developmentally appropriate and how it provided a scaffolded, an authentic, <i>or</i> an active learning experience.

Modified Summer 2020



Using Research to Inform Practice

At the conclusion of field and student teaching, a selection of students' teaching materials (e.g., lesson plans, assessments, analyses, case studies) will be reviewed for application of credible, high-quality research.

- Materials that may be reviewed for this purpose include lesson plans, assessments, analyses, and other materials directly related to students' learning and development.
- Appropriate citation (APA) should be included in the lesson plan, on a reference page, or as otherwise appropriate
- The lesson content and/or teaching strategies should reflect sound application of the cited research.

Each category will be scored at the highest level for which the candidate meets all the criteria listed for that category.

Criteria	EXCELLENT	PROFICIENT	ADEQUATE	UNSATISFACTORY
Research in Planning <i>InTASC 9;</i> <i>OWU 4;</i> <i>OSTP 7.2 (?)</i>	Candidate consistently reviews and cites credible research on effective teaching strategies and/or resources related to the content being taught.	Candidate frequently reviews and cites credible research on effective teaching strategies and/or resources related to the content being taught.	Candidate occasionally reviews and cites credible research on effective teaching strategies and/or resources related to the content being taught.	Candidate rarely reviews or cites credible research on effective teaching strategies and/or resources related to the content being taught.
Incorporated into Teaching Practice <i>CAEP 1.2,</i> <i>OWU 4;</i> <i>OSTP 4.4</i>	Consistently applies the research into teaching practices.	Generally applies the research into teaching practices.	Occasionally applies the research into teaching practice.	Fails to apply the research into teaching practice.

Revised September 2019



Using Research to Inform Practice

Standards for Minimum Competency

- ⇒ **Field:** All criteria must be scored adequate or above. Scores below the minimum requirement after three attempts will prompt a meeting between the candidate, professor, and any other relevant persons to discuss the viability of the candidate's continuation in the program and/or development of a written plan for improvement
- ⇒ **Student Teaching:** All criteria must be scored proficient or above. Scores below the minimum requirement after two attempts will prompt a meeting between the candidate, professor, and any other relevant persons to discuss the viability of the candidate's continuation in the program and/or recommendation for licensure.

If minimum criteria is not met for one or more element, the candidate must revise a collection of teaching materials (determined by the relevant faculty) to reflect credible, research-based teaching strategies and/or content, and add/correct citations. Minimum criteria must be met to continue in licensure program and be recommended for licensure.

CAEP

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

InTASC

#9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

OWU

4. *knowledge* of a variety of instructional strategies and materials, including technology, that encourage student problem-solving, critical thinking and independent learning, and the *ability* to select and implement instructional strategies that account for and adapt to all contexts, learners, and content.

OSTP

- ⇒ 4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
- ⇒ 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.
- ⇒ 7 Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

Revised September 2019

Appendix C: Obtaining a Teaching License

Ohio Educator License and Licensure Test Information

Information on how to obtain an Ohio Educator License will be covered at the culmination of student teaching in our final Student Teaching Seminar meeting. The Licensure Officer will walk student teachers through the process to obtain their license.

Students who plan to teach outside of the state of Ohio need to first obtain their Ohio educator license prior to transferring it to a different state.

Ohio Assessment for Educators

The Ohio Assessments for Educators (OAE) is the State of Ohio's required examination system for initial licensure. In September, 2013, the OAE replaced the Praxis II series as the required Ohio educator licensure assessment, except for world languages, which will continue to utilize the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT). Candidates are responsible for registering and paying the associated fee for all exams required in their selected licensure area.

The Ohio Assessments for Educators assess the content area and professional (pedagogical) knowledge of candidates who are seeking Ohio educator licensure or adding a new licensure area. The assessments are aligned with Ohio Academic Content Standards and Common Core State Standards. Ohio licensure candidates are required to successfully complete one assessment of professional (pedagogical) knowledge and one specialty area exam for their first license. The addition of other licensure areas or endorsements will require only successful completion of the associated content-area assessment.

The list of required exams in each licensure area is available on the OAE website. Test requirements, test centers, and state/agency code information is also available at the OAE Website. **All required tests must be passed and an original score report sent to the Ohio Department of Education before the Licensure Officer can approve the candidate's licensure application.**

Candidates who need to take an assessment that has two subtests will be given the option of registering to take either a single subtest or both subtests in one test session. Fees are:

- Single assessment \$105
- Two-subtest assessment \$105
- A single subtest: \$56

Questions? Contact Dr. Michele Nobel at 740-368-3559

Time Limit on Licensure Applications

Because Ohio licensure requirements change and the OWU Education Department continually improves and adjusts its requirements, you are strongly encouraged to apply for your license promptly. We recommend you submit your license application in the second half of your final semester.

Candidates in all teacher education programs must apply for licensure within 24 months of program completion (defined by completion of all licensure requirements; typically the end of student teaching).

After 24 months, candidates must meet the program requirements that are in effect at the time of application. This means that candidates who apply after the 24-month deadline may have to take additional coursework if the courses, course content, program requirements such as minimum edTPA score, or other licensure requirements have changed. After 6 years, successful completion of a minimum of two, full-unit courses or equivalent will be required. The course work required will be determined by education faculty. Exceptions will be granted at the discretion of the faculty in cases of significant teaching experience post-graduation (e.g., teaching overseas or in a private school).

Regardless of when candidates apply for their license, they must meet the state requirements (passing scores on required tests, background checks, etc.).

Effective for all new and continuing students as of Fall 2018.