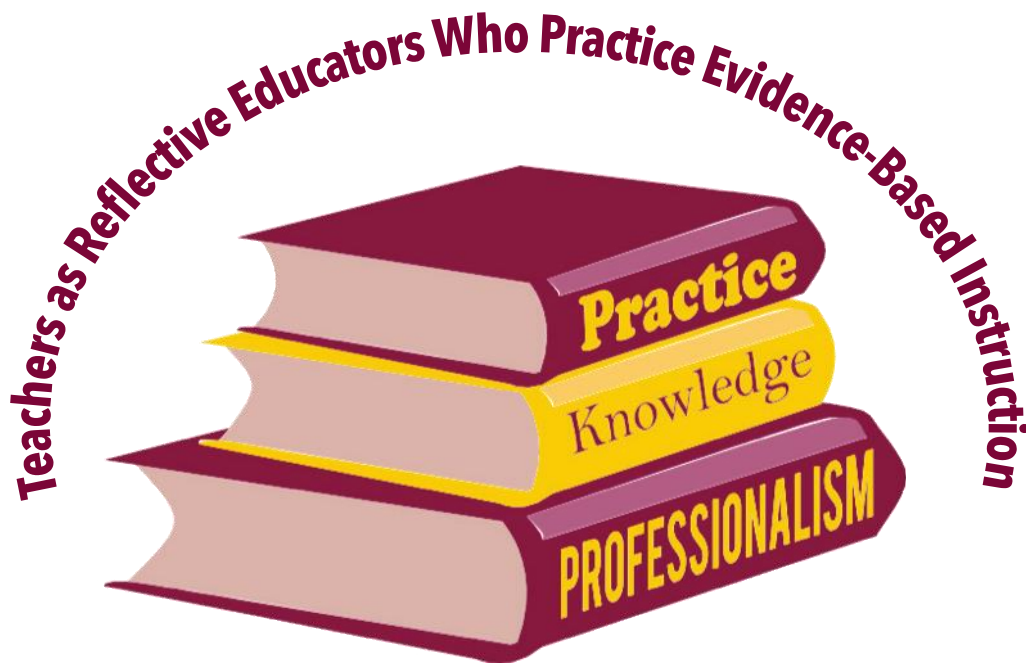




# COLLEGE OF EDUCATION

## EDUCATOR PREPARATION PROVIDER STUDENT TEACHING HANDBOOK



2021-2022

## CENTRAL STATE UNIVERSITY

Teacher Candidate:

Congratulations on entering the final and most important phase of your pre-profession preparation! Becoming a professional educator is a rewarding experience and a transformative journey. As a Central State University (CSU) student, you will be expected to practice the University's tenets of *Service...Protocol...Civility*<sup>®</sup> in all aspects of your journey to becoming a professional teacher.

During this phase of your journey, you will receive many important printed documents and email communications. The Student Teaching Handbook is one of the most important! Please review this handbook thoroughly and refer to it often. It is designed to guide you through the student teaching experience and serve as an important reference. Please take the time to thoroughly familiarize yourself with the standards and requirements to which you will be held.

A successful student teaching experience is determined by your knowledge of how PK-12 students learn and your ability to demonstrate content and pedagogical knowledge. That is so you can apply theory to practice as well as reflect on your instruction and assess student learning. Key to reflection is your ability to make appropriate and data-driven changes to your instruction to positively impact PK-12 student learning. Underpinning all of these is your professional disposition, (e.g., your intrinsic motivation, passion, and attitude) toward education as exhibited by your behavior toward and relationship with others. If any of these factors is an area with which you struggle, then you may face some extra challenges. Should that happen, rest assured that the College of Education faculty members are committed to supporting you as you continue to strive toward becoming a licensed professional. Your student teaching experience has been carefully and thoughtfully crafted by teacher educators who once were in your place. During this semester, your university supervisors, clinical faculty (mentor teachers), and even your peers are all available to help you to navigate your journey as a future teacher.

Throughout the student teaching experience, you will receive frequent and pertinent communication from the Director of Field and Clinical Experiences, your university supervisor, and the College of Education at Central State University. For this reason, it is strongly recommended that you keep a folder/file of these documents. Check your university email often! Do not hesitate to ask questions or request clarification. Remember to respond to all requests in a timely manner. -It is also imperative that you attend all the weekly capstone sessions on the University campus.

Best wishes as you begin what is the most challenging and the most exciting portion of your educator preparation at Central State University!

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## I. Introduction

Central State University was established in 1887 by the Ohio General Assembly as the Normal and Industrial Department of Wilberforce University. In 1947, the General Assembly expanded the Department into a College of Education and Industrial Arts, which provided for four-year college programs. As a result, in 1947, the College began operating independently from Wilberforce University and the College continued programs in teacher education, industrial arts and business, and added a four-year liberal arts program under the name of Wilberforce State College. In 1951, the legislature authorized a name change to Central State College. The College was granted university status in 1965, changing the name to Central State University. The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and in 2012 was granted 1890 Land-Grant status.

Central State University is Ohio's only 1890 Land-Grant Institution of higher education. The enabling legislation of 1887, however, stipulated that the institution would be open to all persons of good moral character. The University continues to actively promote ethnic diversity in the student population, faculty and staff as a means to enrich the learning environment. Educating students for success, leadership, and service on the state, national, and global levels remain paramount to the University's core historical responsibility. Faculty members have a deep commitment to providing academic advising and mentoring to all students enrolled at the University.

### I.A. Mission Statement

The mission of the Educator Preparation Program (EPP) at Central State University is to *prepare candidates to be reflective educators who practice evidence-based instruction by advocating and demonstrating appropriate learning strategies for diverse student populations*. The EPP remains actively committed to the preparation of educators who are prepared to take appropriate action to enhance the teaching/learning environment for all students.

The Educator Preparation Program supports and fulfills the University's mission to prepare students with diverse backgrounds and experiences for leadership, research, and service. This mission reflects the belief that teaching prepares a knowledgeable, diverse citizenry through appropriate use of technology in scholarship. The mission of the College of Education is to prepare educators who continuously reflect on their effectiveness in serving as facilitators of learning for diverse student populations. The College is actively committed to the preparation of educators who observe students in various learning situations and as a result, apply appropriate professional strategies to enhance the teaching/learning environment.

Consistent with the institutional mission, the Educator Preparation Program is committed to its mission of preparing professional educators who become reflective practitioners by focusing on the following:

- developing content knowledge, pedagogical skills and professional dispositions that lead to effective teaching;
- implementing defensible instructional decisions and technology applications;
- embracing active, engaged student-centered learning; and
- teaching that is culturally relevant and responsive to the ever-changing developmental and educational needs of diverse students, families and society in partnership with schools and communities.

## Vision

The vision of the Educator Preparation Program is to foster the establishment of a teaching and learning environment that produces professional educators with the knowledge, skills and dispositions appropriate for the changing needs of students and society in general.

### I.B Conceptual Framework of the Educator Preparation Program

*“Preparing Reflective Educators Who Practice Evidence-based Instruction by Advocating and Demonstrating Appropriate Learning Strategies for Diverse Student Populations”*

The conceptual framework identifies three focus areas for teacher education: knowledge, practice, and professionalism. The candidate proficiencies emerge from these three areas.

#### Knowledge

Candidates will demonstrate mastery in the following areas:

1. in-depth knowledge of content; and
2. pedagogical knowledge.

#### Practice

Candidates will demonstrate clinical expertise in the following ways:

1. apply a variety of instructional and classroom management strategies to enhance learning for all students;
2. integrate technology as a teaching tool to enhance student learning; and
3. use data from formative and summative assessments to inform instruction.

#### Professionalism: Professional Dispositions

Candidates will demonstrate:

1. commitment to professional development, self-improvement and respond professionally to constructive criticism (*Life-long Learner*);
2. multiple strategies so that all children have opportunities to learn and demonstrate respect for diverse beliefs and cultures (*Fairness*);
3. collaborative and cooperative behaviors in all professional activities (*Collaboration, Cooperation*);
4. patience, self-reflection, and produce desired results (*Self-Efficacy*);
5. professional behavior, including effective communication and appropriate appearance (*Professional Decorum*), and
6. confidentiality and academic integrity (*Ethical and Legal Responsibilities*).

## **I.C. BELIEFS THAT GUIDE THE EDUCATOR PREPARATION PROGRAM**

### **SCHOOLS**

We believe that schools serve many functions. Their responsibilities include the following tasks:

- providing an environment in which the school, home, and community work as a team to ensure a safe and positive climate for teaching and learning;
- developing an awareness of and respect for diversity;
- developing each student intellectually, emotionally, socially, physically and academically;
- facilitating a love of learning, preparing students for lifelong learning, and contributing to all areas of life after graduation and in the world of work;
- serving several social functions such as transmitting and refining skills, values and beliefs of culture, caring for people, preparing students for the world of work and acting as agents for social change; and
- providing access to the global concepts and ideas through technology.

### **TEACHERS**

We believe that the role of teachers is complex in that they are individually and collectively responsible for the following characteristics and abilities:

- being professional educators who model and promote good communication skills, positive moral and ethical values and good health habits;
- facilitating learning for children who already come to school with a body of knowledge;
- assuming a variety of roles such as decision-maker, child advocate, facilitator, master of content, problem-solver, model, curriculum designer, diagnostician, and manager;
- continuing their own learning/professional development; and
- making decisions about technology, including its effects in the classroom, home, and community.

### **EDUCATOR PREPARATION**

We believe that the Educator Preparation Program is responsible for the following tasks:

- reflecting the beliefs of the teaching profession and ensuring that these beliefs are evident throughout the program;
- providing a physical environment and an emotional climate supportive of a high-quality teacher education program;
- providing instruction and other experiences throughout the program which foster the development of knowledge, skills, and dispositions that teachers must have to assume their numerous decision-making roles in schools;
- providing a framework to help candidates develop their own beliefs about schools and teaching, and to apply these beliefs to decisions about curriculum and instruction; and
- integrating the application of technology throughout the curriculum to assure decision making experiences of prospective teachers.

## **I.D. GOALS OF THE EDUCATOR PREPARATION PROGRAM**

The goals of the Educator Preparation Provider Program are realized for all candidates through the attainment of eleven common goals that are aligned with the Ohio Standards for the Teaching Profession (OSTP), Interstate Teacher Assessment and Support Consortium (InTASC) and Council for Accreditation of Educator Preparation (CAEP), the Ohio Assessment for Educators (OAE), and Specialized Professional Association (SPA) program standards. Hence, the EPP has established various subject-specific competencies to assist candidates in focusing on the following competencies:

1. developing an understanding of subject matter areas and creating meaningful learning experiences based on this knowledge;
2. developing an understanding of students' cognitive, social, physical and emotional development and creating learning opportunities that support student academic development;
3. recognizing and valuing student diversity and the differences in how students learn; as well as, providing instruction to accommodate such diversity;
4. developing instructional plans based on students' needs, curricular goals and models, subject matter and community;
5. developing pedagogical knowledge and skills and using this expertise to encourage each student to develop critical-thinking and problem-solving skills;
6. creating a classroom environment that facilitates learning and a climate that encourages fairness, positive social interactions, active learning, self-motivation and a sense of caring;
7. developing effective verbal, nonverbal, written, technological and media communication skills to support and enhance student learning;
8. understanding the role of assessment and the use of formal and informal assessment strategies to evaluate student learning;
9. developing skills necessary for self-reflection and using this knowledge to analyze past experiences and pursue professional development opportunities;
10. collaborating with students, candidates, parents, community members, and professional colleagues to support student learning and development; and
11. selecting and using materials, technology, activities, space and other resources that are developmentally appropriate to support institutional goals and objectives, and that are designed to engage student interest in meaningful learning.

## II. STUDENT TEACHING (CLINICAL PRACTICE) REQUIREMENTS, PROCEDURES AND POLICIES

### II.A. STUDENT TEACHING DEFINED

Student teaching is a period of guided teaching experiences in which a candidate, under the direction of the cooperating/mentor teacher, engages directly in activities that constitute a wide range of teacher responsibilities.

Student teaching at Central State University consists of a minimum of 12 weeks in a PK-12 state accredited school classroom. The purpose of the student teaching experience is to provide opportunities for candidates to develop, refine and evaluate their pedagogical skill level. The possibilities are endless, but each candidate should have a chance minimally to do the following:

- apply and test professional knowledge and skills;
- participate in and assume responsibility for teacher activities;
- develop both personal and professional competence under typical classroom/school conditions;
- evaluate readiness to enter the profession;
- prepare to meet the demands faced by beginning teachers; and
- develop skills in reflective decision-making.

Student teaching, as defined above, should be directed by the most qualified cooperating teachers available. This is very important because, with few exceptions, research-based best practices for student teaching indicate that the cooperating teacher is invaluable to candidates, and student teaching is the single most valuable professional experience.

For purposes of this handbook, the following definitions will be utilized in connection with the student teaching at Central State University:

- ***Candidate:*** A student from Central State University enrolled in student teaching for academic credit. The teacher candidate must meet certain general and academic requirements to be permitted to enroll in the student teacher internship.
- ***Cooperating teacher/mentor:*** A classroom teacher in a state accredited K-12 school assigned to the daily supervision of the teacher candidate during a semester. Cooperating teacher must be certified by the state and recommended by their building principal.
- ***University supervisor:*** The University supervisor is assigned to serve as a liaison between the college, the cooperating teacher, and the candidate. In some cases, a candidate may have more than one University supervisor. In most cases, a university supervisor will have responsibility for the supervision of more than one candidate.



## **II.B. MAJOR GOALS OF STUDENT TEACHING**

Although student teaching situations vary among candidates, major goals of the student teaching program are to develop competent, effective teachers able to achieve the following:

- exhibit a professional attitude toward teaching as a career;
- demonstrate an insight into aspects of human growth and development;
- demonstrate the ability to assess themselves in terms of personal needs, professional understanding and academic background that is needed in teaching;
- communicate effectively with students, parents, peers (other teachers), administrators and the larger community;
- demonstrate competence in teaching effectiveness; and
- demonstrate skill in creating a learning environment in which students feel accepted and can develop to their optimum potential.

## **II.C. CRITERIA FOR ADMISSION TO AND RETENTION STUDENT TEACHING**

1. To be admitted to candidacy for student teaching, a candidate must meet the following requirements:
  - Passing scores on Ohio Assessments for Educators (OAEs) required for designated licensure must be in record with the CSU.
  - Cumulative GPA of 3.0 is required.
  - Academic audit must be completed by the candidate's academic advisor.
  - BCII/FBI verification form must be on record with TEAP-C.
  - Completed student teacher application must be on file with the director of Field and Clinical Experiences.
  - Student teaching site and cooperating teacher must be approved by the CSU director of Field and Clinical Experiences and receiving school district administration
2. To be retained in student teaching, a candidate must do the following:
  - strictly adhere to all policies and procedures outlined in the Student Teaching Handbook; and
  - perform with satisfactory (passing) performance as outlined in the in the student teaching experience

The following administrative policies and procedures for admission to and retention in the program are non-negotiable:

- Applications for admission to student teaching must be processed by the director of Field and Clinical Experiences.
- Acceptance into student teaching is contingent on successful completion of all student teaching admission criteria.
- Failure to meet any one of the criteria for retention in the student teaching experience will result in suspension from the program.

## **II.D. OFFICIAL APPLICATION FOR STUDENT TEACHING**

Candidates must [submit an application](#) to the director of Field and Clinical Experiences for admission to student teaching. After the application is reviewed for the fulfillment of program requirements, each candidate will meet individually with the director of Field and Clinical Experiences.

## **II.E. STUDENT TEACHING REQUEST AND CHECKLIST DEADLINES**

All student teaching applications and related documentation must be completed by September 1, 2021, to receive a fall student teaching assignment and February 1, 2022, to receive a spring student teaching assignment.

## **II.F. POLICIES AND PROCEDURES/GUIDELINES FOR STUDENT TEACHING**

**\*DUE TO COVID-19, THE RESPONSIBILITIES OUTLINED IN THESE POLICIES AND PROCEDURES/GUIDELINES MAY NEED TO BE FULFILLED REMOTELY OR IN A HYBRID FORMAT.**

The following items serve as guidelines by which the candidate is expected to comply to ensure a rewarding student teaching experience:

1. Observation and Teaching: Teaching, of course, is the most important experience in student teaching. The candidate is expected to assume increasing responsibility for planning and directing the activities of the students. The amount of time to be devoted to observation/teaching, the number of classes and additional classroom responsibilities will depend on the candidate's readiness, teaching field, and recommendations of the cooperating teacher and the University supervisor.
2. Professionalism: Professional standards, conduct, dress, and personal appearance that apply to the cooperating teacher also applies to those actively engaged in student teaching.
3. Authority and Legal Responsibility: While the degree of authority given to the candidate may vary depending upon the building and/or district, the cooperating teacher remains legally responsible for the public school students at all times.
4. Duties Other Than Teaching: In addition to teaching, the candidate is expected to share duties with the cooperating teacher. Such duties may include assisting with the school's extracurricular program, attending faculty meetings or professional organizations, assuming routine administrative and clerical tasks, and/or participating in community activities and other activities expected of teachers at the respective public schools.
5. Substitute Teaching: The candidate may be used as a substitute teacher only on an emergency basis. In the event that the cooperating teacher is absent, the candidate may teach for the day in the assigned classroom with another adult being present in the room.
6. Attendance: The candidate is required to be at the assigned school(s) on time for the duration of the student teaching experience. All absences are to be reported by the candidate to the

appropriate University supervisor and cooperating teacher. Days missed are expected to be made up by the end of the assignment period. Excessive absences may result in extension, adjustment or termination of the student teaching assignment and possibly a failing grade.

7. School Day: The candidate's workday will be the same as that of the regular teacher. Ordinarily, this means being on the job thirty minutes before school starts and thirty minutes after school dismisses.
8. Staff Development Days: Each candidate is expected to participate in planned staff development days. The choice of activities for the student on these days will be decided cooperatively by the principal, University supervisor, cooperating teacher, and the candidate.
9. Vacations and Holidays: The candidate's vacation and holiday time will be that of the cooperating school and *not that of CSU*. Candidates using Central State University housing and facilities are expected to make arrangements for the periods when the vacation times of cooperating schools and those of the university differ.
10. College Clinics: The candidate is expected to return to the College for scheduled clinical experiences and capstone class.
11. Full-Time Internship: The College recognizes that student teaching is a full-time responsibility. Consequently, the candidate is freed from other college obligations that conflict with student teaching responsibilities.
12. Materials and Supplies: Instructional materials and supplies purchased and/or developed by the candidate are the property of said candidate. Dispersal and use of instructional aids that belong to the cooperating school will be left to the discretion of the clinical faculty and the principal.
13. Notebooks/Portfolio: For documentary, organizational and planning purposes, the candidate must keep a portfolio of the student teaching experience. The portfolio content should include units, lesson plans, information about written assignments, pictures of projects, evaluation sheets, a daily log or journal of the candidate's student teaching experience, the candidate calendar, etc. Please note that candidates should secure parental photo release forms before photographing students and/or placing students' picture in their portfolio. The cooperating teacher and University supervisor may stipulate additional requirements for the notebook/portfolio.
14. Final Grade Assignment: The University supervisor has the legal responsibility of assigning the final grade. However, a recommendation from the cooperating teacher will be considered carefully before grades are assigned.
15. Removal of the Candidate -- In case of emergency, the building principal or other appropriate administrators may remove the candidate from the classroom. The dean of the College of Education and director of Field & Clinical Experiences at Central State University should be notified immediately thereafter by the removing authority.
16. Termination of Alternative Placement: The dean of the College of Education, in consultation with appropriate public school and University personnel, will be responsible for terminating or altering the candidate's placement.
17. Transportation: Arrangement of reliable transportation to and from the student teaching site is the candidate's responsibility.

## **II.G. SELECTION OF SCHOOLS**

When selecting schools for clinical sites, the Education Preparation Program takes into consideration the school personnel who support the Central State University Professional Education Program. The EPP identifies schools that meet the following criteria:

- exemplify high standards in teaching and learning;
- are accredited;
- welcome and honor a wide range of diversity among students and school personnel;
- follow curricula aligned with common core and national content standards; and
- promote a philosophy that supports inclusive education.

Specifically, the following steps are used to select a clinical site or school placement for student teaching:

- Upon request, CSU will provide a Memorandum of Understanding (MOU) for school districts where candidates are placed. The MOU solidifies the relationship between the partnering district/school and the University.
- Student teaching assignments are made with state accredited public, private, or chartered school districts based upon the candidates' licensure area. The director of Field and Clinical manages and approves supervision for each candidate assigned in accordance with the procedures outlined in this handbook.
- Classroom and cooperating teacher assignments in accredited schools are the result of consultation between receiving school officials, the University supervisor, and the director of Field and Clinical experiences.

## **II.H. SELECTION OF COOPERATING TEACHERS/MENTOR TEACHERS**

Cooperating teachers are identified through a collaborative process facilitated by the director of Field and Clinical Experiences. This process involves recommendations and input from site-based school administrators, educational professionals inside and outside of Central State University, and the potential cooperating teacher. Cooperating teachers are selected based on mutual agreement between the teacher and a representative of the cooperating school (e.g., superintendent, principal, or their representative) and the director of Field and Clinical Experiences. Cooperating teachers must hold a valid and current teaching license in the teaching area, and preferably have a minimum of three (3) successful years of teaching experience.

## **II.I. STUDENT TEACHING PLACEMENT**

Acceptance into the EPP does not guarantee a student teaching assignment. The semester prior to student teaching placement, the candidate must complete the Student Teaching Application (Appendix A-1).

## **II.J. RESPONSIBILITIES OF THE CANDIDATE**

1. Student teaching might be characterized as a meeting of two worlds: one somewhat liberal in scope with few rules and responsibilities and the other with a great many rules and responsibilities. The candidate is encouraged to develop a unique, personal teaching personality, hopefully with a minimum of restrictions. As such, the candidate is expected to fulfill the following expectations:
  - report to school duties on time each day. If for a legitimate reason, such as illness, a candidate cannot perform his/her duties, the candidate must call the cooperating teacher before the start of the teacher workday; then call the University supervisor. In case of an emergency, in which case the candidate cannot call immediately, a call should be made to those individuals as soon as possible by the candidate or someone else on behalf of the candidate;
  - place school duties ahead of personal wishes and accept responsibilities which are a necessary part of the profession;
  - exemplify the attitudes and actions of a teacher rather than those of a student;
  - adhere to school rules and policies;
  - plan work daily and submit those plans to the cooperating teacher for approval at least one day prior to teaching the class;
  - safeguard all personal and confidential information and use it for professional purposes only;
  - avoid unfavorable criticism of the partner school, the cooperating teacher, and the community, except through proper channels;
  - be cooperative and respectful at all times with pupils, teachers, and administrators;
  - dress appropriately and in keeping with school/community standards;
  - attend professional meetings, parent-teacher meetings, and other pertinent meetings;
  - take an active part in extracurricular activities;
  - maintain the same work-day schedule as that of the cooperating teacher; and
  - become familiar with the school and its pupils.

## 2. DESIRABLE ACTIVITIES OF THE CANDIDATE

The student teaching experience affords teaching candidates a myriad of opportunities beyond what is required of them. Students may be asked to do any of the following:

- make a seating chart;
- maintain a reflective journal of the student teaching experience;
- assist with promoting positive, engaging learning environment (e.g., create bulletin boards, exhibits, learning centers);
- keep attendance records;
- assist with maintaining data for teacher reports;
- review student files;
- grade papers, workbooks, projects, etc.;
- accompany students on field trips or excursions;
- maintain a file of enrichment materials and other resources;
- participate in parent conferences;
- prepare assessments, study sheets, supplementary assignments, etc.;
- provide individual and/or small group instruction;
- participate in and/or direct group and committee work;
- observe classroom instruction in a variety of classroom settings;
- recognize signs of communicable disease with the aid of the school nurse or cooperating teacher;
- confer/consult with the principal, cooperating teacher, and the University supervisor;
- become familiar with the public school's grading system and parent contact procedures; and
- operate audio-visual equipment provided in the particular cooperating school and include technology in lessons.

## 3. UNAUTHORIZED TEACHER CANDIDATE ACTIVITIES

The teacher candidate should have opportunities to experience managing the classroom alone, but the cooperating teacher should not leave the building and should monitor the teacher candidate's interactions with students frequently. Furthermore, the teacher candidate **is prohibited** from all of the following behaviors and activities:

- supervising the playground without a licensed teacher present;
- driving his/her vehicle to transport students for any reason;
- administering prescribed medications or performing medical procedures;
- touching students with force or in an inappropriate manner; and
- receiving payment as a substitute teacher.

## **II.K. RESPONSIBILITIES OF THE COOPERATING TEACHER/MENTOR TEACHER**

The cooperating teacher is the coordinating link between the public school, CSU, and the teacher candidate involved in student teaching. The responsibilities of the cooperating teacher include the following tasks:

- participating in student teaching orientation;
- modeling best practices for teaching and learning;
- preparing the public school students for the involvement of a prospective student teacher in the classroom;
- orientating the teacher candidate to the physical school/classroom facilities and resources (e.g., school handbook, textbooks, resource materials, classroom storage areas, audio-visual equipment, building map, etc.);
- providing the teacher candidate with ample classroom workspace;
- planning initial activities that will allow the teacher candidate to become involved in the classroom routine immediately;
- guiding the teacher candidate in analyzing and evaluating student progress;
- providing ongoing constructive feedback to the candidate regarding performance and dispositions;
- increasing teaching responsibilities progressively as the teacher candidate demonstrates evidence of ability to assume them;
- assisting the teacher candidate in performing routine duties and record keeping;
- establishing a time for weekly conferences;
- assisting the teacher candidate in analyzing each lesson taught, determining strengths and weaknesses;
- working closely with the University supervisor to ensure that consistent and accurate information is given to the candidate;
- completing four professional dispositions and four observations on the candidate's classroom performance;
- completing the University supervisor evaluation;
- completing the University program evaluation;
- providing necessary feedback for program improvements to the director of Field and Clinical Experiences;
- preparing and submitting all assessments in the University Data System (UDS) according to the recommended schedule;
- scheduling time during the semester for the candidate to observe other classrooms; and
- encouraging the candidate to develop a positive attitude about supervision and the teaching profession.

### **II.L. RESPONSIBILITIES OF THE SCHOOL ADMINISTRATOR**

The administrator of a school holds a strategic position in determining the quality of student teaching. The principal should provide leadership in setting the tone of the professional laboratory in which the candidate is placed. The following are some responsibilities of the school administrator:

- supporting the faculty and student in student teaching experience;
- locating and assigning conference space for use by the University supervisor and the candidate;
- conducting an orientation meeting with the candidate during the first week of the student teaching experience;
- communicating with the cooperating teacher and the University supervisor to resolve issues in a timely manner, and make professional decisions in the best interest of all concerned;
- assisting the cooperating teacher in providing well-balanced learning situations for the candidate;
- avoiding exploitation of any members of the student teaching experience; and
- participating in the evaluation of the student teaching program, and upon request, observing and evaluating the performance of the candidate.

### **II.M. RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

Each candidate will be observed four times during the semester by the University supervisor. Observations will occur for at least one full class period or one full teaching activity. Longer observations are recommended during the candidate's full day teaching assignments.

The University supervisor will submit assessment data for each candidate in the UDS. The assessment data will include four lesson plans, four classroom observations with three-way conference, four dispositions and a completed Teacher Work Sample (TWS).

The major responsibilities of the University supervisor include the following expectations:

- participating in developing/revising student teaching guidelines and reviewing/revising key assessments and rubrics for field work;
- participating in student teaching orientation;
- serving as a liaison between the schools and Central State University;
- cooperating with school personnel in a manner that will enhance the partnership between the school system and the University;
- meeting with the candidate prior to the time of student teaching to get acquainted and review expectations;
- providing the candidate with information concerning the expectations of the University supervisor;
- providing necessary information for communicating with university personnel;
- assisting with content-oriented problems and serving as a resource person both for the cooperating teachers and the candidate;
- scheduling observations within the framework of Central State University's policy to allow adequate evaluation of the candidate's progress;
- following up on each observation with a three-way conference to evaluate the teaching experience and guiding the candidate in reflection and self-evaluation;



- submitting four dispositions, four observations, four lesson plans and TWS assessment data in the UDS in accordance to recommended schedule;
- arranging frequent communication with each candidate, and recommending effective teaching techniques, procedures, and activities to enhance the candidate's professional development;
- supporting the teacher candidate in all aspects of successful completion of all required assignments;
- informing the director of Field and Clinical Experiences of concerns associated with the candidate's successful completion of the student teaching experience; and
- assigning the course grade for the candidate.

## **II.N. RESPONSIBILITIES OF THE DIRECTOR OF FIELD AND CLINICAL EXPERIENCES**

The director of Field and Clinical Experiences is responsible for providing oversight in all aspects of the student teaching experience for the candidates. Specifically, the major responsibilities of the director of Field and Clinical Experiences include the following:

- acting as a liaison between the school district and Central State University for candidate placement;
- consulting with the University supervisor, cooperating teacher, school administrators and program coordinators to develop and implement assessments for student teaching experiences;
- facilitating an orientation for teacher candidates, University supervisors and cooperating teachers that explains processes and expectations associated with the student teaching experience and data submission in the UDS;
- approving cooperating teacher and scheduling all student teaching placements;
- administering and providing leadership for student teaching;
- establishing policies and procedures for administering student teaching observations;
- monitoring the clinical supervision provided by the University;
- collaborating with the elementary and secondary personnel as well as EPP program coordinators, department chairs, and dean of the College of Education to review policies and procedures, and analyze data from student teaching for program improvement;
- informing teacher candidates and the University supervisor of procedures and timelines for data submission; and
- meeting with candidates, cooperating teachers, school administrators, and University supervisors to resolve issues during student teaching.

## II.O. EVALUATION OF TEACHER CANDIDATE PERFORMANCE

### II.P. STUDENT DISPOSITIONS

The EPP utilizes the Candidate Preservice Assessment of Student Teaching (CPAST), a dispositions survey used by fourteen state universities in Ohio. The University supervisor, cooperating teacher, and teacher candidate complete the disposition survey throughout the semester. All candidates must meet the disposition standards.

### II.Q. DUE PROCESS PROCEDURES FOR REMOVAL

1. Candidates removed from student teaching placement for failure to demonstrate the appropriate dispositions or fulfill responsibilities outlined in the handbook:
  - i. **will not** be reassigned within the same semester;
  - ii. must withdraw from student teaching and capstone course;
  - iii. must meet with the appropriate program coordinator for a remediation plan, which may include additional coursework; and
  - iv. may file an academic grievance with the chair of the department if they feel that they have been unfairly handled in the process.
  
2. Candidates removed from student teaching placement for an offense that puts at risk the emotional, mental, psychological, or physical well-being of a child in her/his care:
  - i. **will not** be reassigned that same semester;
  - ii. must withdraw from student teaching and capstone course;
  - iii. will be in danger of being completely removed from the teacher preparation program; and
  - iv. may file an academic grievance with the chair of the department if they feel that they have been unfairly handled in the process.
  
3. Candidates removed from student teaching placement for the second time:
  - i. **will not** be reassigned that same semester;
  - ii. must withdraw from student teaching and capstone course;
  - iii. will be in danger of being completely removed from the teacher preparation program; and
  - iv. may file an academic grievance with the chair of the department if they feel that they have been unfairly handled in the process.



**PREFERRED PLACEMENT**

School District: 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_

Grade Level and Subject \_\_\_\_\_

Please be advised that your signature below acknowledges your understanding of the following statement: Pursuant to the Family Rights and Privacy Act of 1974, I authorize the College of Education to release necessary education records for the purpose of providing information to school district personnel to secure a student teaching placement.

\_\_\_\_\_  
Teacher Candidate Signature

\_\_\_\_\_  
Date

By signing this application, I understand the responsibilities associated with student teaching, including favorable professional disposition reports, completing the edTPA, completing a professional portfolio and timely submission of all assignments. I also authorize my resume to be shared with collaborating school districts for placement purposes only.

\_\_\_\_\_

\_\_\_\_\_  
Program Advisor Signature

\_\_\_\_\_  
Date

By signing this application, I confirm to the best of my knowledge and understanding that I have reviewed this student teaching application and approve this student's readiness to take student teaching.

\_\_\_\_\_

\_\_\_\_\_  
Director Field/Clinical

\_\_\_\_\_  
Date

By signing this application, I confirm that I have reviewed this Student Teaching Application and approved this student's readiness to take Student Teaching to the best of my knowledge and understanding.

**APPENDIX A-2**  
**CANDIDATE/COLLEGE SUPERVISOR AGREEMENT**  
**STUDENT TEACHING PLACEMENT**

*“TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION”*

Instructions: After reading the syllabus, complete the following by printing and signing your name, and providing the requested data. Please initial by each separated notation, and return to your assigned University supervisor

I, \_\_\_\_\_ (print legibly) have read and understand the entire syllabus for this course regarding each of the following topics:

- attendance
- effective communication
- work ethic
- professional and personal expectations
- candidate responsibility

\_\_\_\_ In addition, I have been provided phone numbers and email addresses of my university supervisor as an additional means of being able to fulfill this assignment to the best of my capabilities.

\_\_\_\_ I have been provided training for uploading documents in the UDS.

\_\_\_\_ I understand that my failure to take this assignment seriously will affect the outcome of my final grade.

\_\_\_\_ I understand that my student teaching assignment may be compromised, and a formal review will be undertaken with possible removal from the student teaching experience if I engage in behavior that results in or is indicative of any one of the following:

- warrants police action;
- fails to comply with the responsibilities of this assignment;
- demonstrates a lack of integrity;
- puts the school district/campus you are assigned or Central State University or a student in “harm’s way.”

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Central State Email Address \_\_\_\_\_ (print legibly)

Personal Cell Phone or Primary Contact Phone number: \_\_\_\_\_

Name and phone number of emergency contact person: \_\_\_\_\_

**APPENDIX A-3**

*“TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION”*

**CHECKLIST FOR CANDIDATE’S STUDENT TEACHING OBSERVATION**

Subject \_\_\_\_\_ Date \_\_\_\_\_

- \_\_\_\_ 1. Is my plan complete, aligned, developmentally appropriate, sequenced, and approved by the classroom teacher?
- \_\_\_\_ 2. Are my materials ready? Do I have extra copies? Are all materials readily available?
- \_\_\_\_ 3. Are my objectives written and displayed where all the students can see them?
- \_\_\_\_ 4. Am I mentally prepared for any possible events that may occur?
- \_\_\_\_ 5. Have I read the book, played the game, or completed the worksheet prior to teaching the lesson?
- \_\_\_\_ 6. Have I made the modifications for special needs students?
- \_\_\_\_ 7. Have I mentally rehearsed each part of the lesson?
- \_\_\_\_ 8. Have I anticipated the time so that my pacing will be appropriate for the students? the learning, and the activity?
- \_\_\_\_ 9. What is my plan for redirecting off-task behavior?
- \_\_\_\_ 10. Does my evaluator have a copy of the lesson plan, seating chart, textbook, student handouts, etc.?

**APPENDIX A-4**  
**KEY ASSESSMENT: LESSON PLAN FORMAT**

*“TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION”*

*Aligned with CAEP 1: INTASC 1,2,4,5,6,7,8; OSTP 2,3,4*

**Lesson Plan Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Number of Days Covered:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**Standards Addressed:** *Ohio Content Standards/National Content or District Curriculum Standards*

**Specific Observable/Measurable Learning Objectives:** *Use Bloom’s Taxonomy to ensure higher levels of thinking are required. Students will complete or master at what level of proficiency?*

**Connections:** *Identify instructional connections between past, present and future instruction.*

**Evaluation of Student Learning:** *What evaluation strategies will you use? How does evaluation align with goals? What sort of measurable data can be collected from your assessment?*

**Required Materials Needed for Lesson:** *List materials to be used and where materials are located. How much time will be needed to set up the lesson?*

**Student’s Background/Prior Knowledge/Experience:** *Pre-Assessment*

**Main Ideas:** *“I can” statement or summary of the main points of the lesson.*

**Key Vocabulary:** *List new words and how you will introduce them, especially academic vocabulary.*

**Motivational Strategy/Anticipatory Set for Lesson:** *How will you “hook” student interest?*

**Content:** *Step-by-step procedures and time allocation for each activity*

**Instructional Strategies to Be Used – Be Specific** *What learning activities will be used? Use specific questions to extend student thinking and sample responses. (Higher order thinking skills)*

**Differentiated Instructional Support:** *What modifications/accommodations are required to meet the needs of various students, not just students on IEPs? Include gifted, distractible, etc.*

**Integration of Technology:** *If not used, why it is impossible or unnecessary?*

**Homework or Home Connections:** *If there is not a homework assignment, will information about the unit of study or work be sent home?*

**Closure:** *How will you end the lesson and transition to the next activity?*

**Student Learning Based on Data:** *What does your data tell you about student learning? In terms of what they have learned, what will you do next for the whole group or individual students?*

**Reflections/Self Evaluation:**

- **Effectiveness of Lesson:** *How effective was your lesson? What went well? What did not go so well? Did you feel the students were engaged and developing new learning? Were your teaching/learning strategies appropriate? How did they encourage new learning? What parts of the lesson did the students seem to really enjoy? What parts of the lesson need improvement with regard to planning or delivery?*
- **Effectiveness of Teacher:** *Describe your strengths and areas that need improvement. Document your development as a teacher.*
- **Next Steps to Consider:** *Do you need to re-teach any part of the lesson and how will you teach it differently? Would you change any part of the lesson? If so, how? What do you need to address in your next lesson?*

**APPENDIX A-5**  
**KEY ASSESSMENT - LESSON PLAN RUBRIC**

*“TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION”*

**Teacher Candidate** \_\_\_\_\_ **PK-12 School** \_\_\_\_\_  
**Cooperating Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_  
**University Supervisor** \_\_\_\_\_

**Aligned with:** CAEP 1; INTASC 1,2,4,5,6,7,8; OSTP 2,3,4

- 3 Exceeds Expectations:** Consistently exceeds expectations for a beginning teacher. Reserved for those few candidates who go beyond expected performances and demonstrate outstanding instructional skills regarding preparation, delivery, and assessment at least 90 percent of the instructional period.
- 2 Meets Expectations:** Consistently meets expectations for a beginning teacher. The teacher candidate consistently applies expected knowledge and skills with impact on student learning and uses data to inform instruction at least 80 percent of the instructional period.
- 1 Emerging:** Usually meets expectations for a beginning teacher. The teacher candidate applies expected knowledge and skills with impact on student learning and uses data to inform instruction at least 70 percent of the instructional period.
- 0 Does not meet Expectations:** Does not demonstrate minimum expectations for a beginning teacher. The teacher candidate has not satisfactorily demonstrated expected knowledge and skills with impact on student learning. Significant improvement needed.

**Goals/Objectives:**

Clearly stated	3	2	1	0
Developmentally appropriate given classroom context	3	2	1	0
Aligned with national, state or district standards	3	2	1	0
Described in terms of student performance <b>NOT</b> activities	3	2	1	0
Learning objectives are based upon Bloom’s Taxonomy	3	2	1	0

**Assessment:**

Assessment instructions are understandable to <b>ALL</b> students	3	2	1	0
Assessment adaptations are made for special needs students	3	2	1	0
Explains the minimal level of acceptable student performance in measurable terms	3	2	1	0

**Instructional Design & Implementation:**

Ohio and/or National Standards listed	3	2	1	0
Follows a logical sequence	3	2	1	0
Includes evidence of deliberate checking for understanding	3	2	1	0
Is developmentally appropriate (intellectually, socially & physically)	3	2	1	0
Takes into account students background/prior knowledge/experience	3	2	1	0
Uses creative motivational strategies and/or an anticipatory set at beginning of lesson	3	2	1	0
Step-by-step procedures for lesson presentation are provided.	3	2	1	0
Modifications/accommodations are made as required to meet the needs of various students	3	2	1	0
Includes use of available technology in teaching.	3	2	1	0
Includes use of technology by PK-12 students for monitoring their progress	3	2	1	0
Required materials for the lesson are listed	3	2	1	0
Key or new vocabulary terms are clearly included in the lesson	3	2	1	0
Homework or home connections are provided	3	2	1	0
Closure of lesson is provided	3	2	1	0
Identifies connections between past, present and future learning	3	2	1	0



Rating Indicator → ↓	<b>Exceeds Expectations 3</b>	<b>Meets Expectations 2</b>	<b>Emerging 1</b>	<b>Does not meet Expectations 0</b>
<b>Distribution of Objectives</b>	More than 3/4 of the stated objectives <i>are application and reasoning objectives versus knowledge objectives</i>	Knowledge objectives represent one half or fewer of stated objectives, <b>OR</b> a clear, detailed rationale defends the use of mainly knowledge-based objectives.	Knowledge objectives represent one fourth or fewer of stated objectives, <b>OR</b> a rationale defends the use of mainly knowledge-based objectives.	All objectives are factual knowledge objectives with no rationale.
<b>Assessment Criteria</b>	<b>Measurable</b> - Assessment criteria are described in quantifiable terms. <b>Comprehensive</b> - Covers all essential content and skills. Does not assess irrelevant content and skills. <b>Criteria Level</b> - Specifies the level of successful attainment of learning objectives.	Assessment standards include 3 of the 4 criteria listed in the column to the left: ( <i>Measurable, relevant criteria in quantifiable terms specifying the level of successful attainment.</i> )	Assessment standards include 2 of the 4 criteria listed in the column to the left: ( <i>Measurable, relevant criteria in quantifiable terms specifying the level of successful attainment.</i> )	Assessment standards include 1 of the 4 criteria listed in the column to the left: ( <i>Measurable, relevant criteria in quantifiable terms specifying level of successful attainment.</i> )
<b>Multiple Learning Strategies</b>	Multiple instructional strategies using multiple types/levels of learning are incorporated throughout the lesson.  Application of multiple intelligences and learning styles is evident.  Most strategies actively involve students in critical thinking, problem-solving or authentic performance.	Multiple instructional strategies using multiple types/levels of learning are incorporated throughout the lesson.  Application of multiple intelligences and learning styles is evident.  Some strategies actively involve students in critical thinking, problem-solving or authentic performance.	A variety of instructional strategies is incorporated throughout the lesson.  The strategies reflect a variety of types/levels of learning, but <b>most</b> are of the more common/traditional type.	Only 1 or 2 strategies are incorporated throughout the lesson and/or the strategies reflect only the more common/traditional types/levels of learning, e.g., relies mostly on direct instruction, visual, verbal-linguistic, paper-pencil.

<b>Active Inquiry and Learner Centered</b>	Lesson design includes a majority of procedures that actively engage students in questioning concepts, developing learning strategies, seeking resources and conducting independent investigations.	Lesson design includes some procedures that actively engage students in questioning concepts, developing learning strategies, seeking resources and conducting independent investigations.	Lesson design includes some procedures for engaging students in active inquiry, but most procedures rely on passive, rote or recall strategies for the learner.	Lesson does <b>not</b> include procedures for engaging students in active inquiry.
<b>Technology</b>	Technology is integrated throughout instruction and makes a meaningful contribution to learning (i.e., it has a purpose or was needed) or a clear, detailed rationale is given why it is inappropriate to use technology in this lesson.	Technology is integrated throughout instruction or makes a meaningful contribution to learning (i.e., it has a purpose or was needed) or a clear rationale is given for why it is inappropriate to use technology in this lesson.	Use of technology is limited (e.g., one time or for only short periods) or is used without regard to learning outcomes (i.e., an add-on just to fulfill the requirement) <b>or</b> a limited rationale is given why it is inappropriate to use technology in this lesson.	Technology is used minimally, incorrectly or inappropriately in instruction or is used w/o regard to learning outcomes (i.e., an add-on just to fulfill the requirement) or an inaccurate or indefensible rationale is given for why it is inappropriate to use technology in this lesson.
<b>Technology Use by PK-12 Students</b> CAEP 1. 1-5; 2.1-3; 3.2, 4-6;4.1-2; 5.1-2 InTASC 9h; 9n OSTP 4.7	Lesson includes use of technology by PK-12 students to complete required assignment/activity and to monitor their progress. Teacher candidate facilitates/helps students for using technology in an ethical manner	Lesson includes use of technology by PK-12 students to complete required assignment/activity. There is limited opportunity to monitor progress by students. Teacher candidate facilitates/helps students for using technology in an ethical manner.	Lesson includes limited use of technology by PK-12 students to complete required assignment/activity. There is limited opportunity to monitor progress by students. Teacher candidate occasionally facilitates/helps students for using technology in an ethical manner.	Lesson includes minimally, incorrectly, or inappropriately use of technology by PK-12 students to complete required assignment/activity. There is no opportunity to monitor progress by students. Teacher candidate does not facilitate/help students for using technology in an ethical manner.
<b>Critical Thinking</b>	The teacher deliberately incorporates critical thinking techniques into the lesson <b>and</b> encourages independent exploration of student ideas to enhance critical thinking	The teacher deliberately incorporates into the lesson critical thinking techniques <b>or</b> encourages independent exploration of student ideas to enhance critical thinking.	The teacher encourages critical thinking when situations occur naturally in the classroom. The teacher does NOT deliberately explore ways to enhance critical thinking.	Critical thinking techniques are not built into the lesson and no opportunities arise during the lesson to encourage critical thinking so there is no evidence that critical thinking is encouraged.

<b>Unit Writing Outcome Genre and Disciplinary Conventions</b> <i>(Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.)</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing tasks(s), including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing tasks(s), including organization, content, presentation, formatting, and stylistic choices.	Follows expectations particular to a specific discipline and/or writing task(s) for basic organization and content presentation.	Attempts to use consistent system for basic organization and presentation.
<b>Unit Writing Outcome Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free.	Uses straightforward language that generally conveys meaning to readers.  The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although, writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage

Total Points Earned \_\_\_\_\_

Comments:

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**APPENDIX A-6**  
**UNIVERSITY SUPERVISOR CHECKLIST: EDU 4491**

*“TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION”*

<b>At or before the beginning of the semester</b>	<b>Date completed</b>
Schedule a time to meet with the cooperating teacher.	
Hold an initial meeting with the cooperating teacher that covers the following: <ul style="list-style-type: none"> <li>• expectations of the Program (e.g., number of visits, observation, and feedback procedures);</li> <li>• introduction to the Student Teaching Handbook and student teaching goal evaluation form(s);</li> <li>• explanation of the three-way conference with an estimated timeline (e.g., schedule a tentative midterm evaluation meeting for the 8 week of the semester);</li> <li>• exchange of contact information; and</li> <li>• concerns or questions from the cooperating teacher.</li> </ul>	

<b>Before and at the final evaluation meeting</b>	<b>Date completed</b>
Schedule a time that the University supervisor, cooperating teacher, and student teacher can confer.	
<b>Before</b> the meeting, review with both the student teacher and the cooperating teacher the following: <ul style="list-style-type: none"> <li>• procedures for scoring the Methods/Student Teaching Form</li> <li>• reiterate that each team member is expected to come to the conference with his or her own Methods/Student Teaching Form already completed and have a draft of first-year teaching goals for the student teacher.</li> <li>• program-specific additional forms required by your institution.</li> </ul>	

<b>During the final evaluation meeting</b>	<b>Date completed</b>
Hold a three-way conference, ensuring to adhere to the following rules: <ul style="list-style-type: none"> <li>• Bring a blank consensus form to the conference to record the team’s official evaluation.</li> <li>• Record a consensus score for each row of the Methods/ Student Teaching Form.</li> <li>• Create and record goals for the student teacher to consider when entering the profession.</li> </ul>	

**APPENDIX A-7  
OBSERVATION CONSENSUS**

*TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION*

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

Clinical Faculty \_\_\_\_\_ University Supervisor \_\_\_\_\_

<b>Pedagogy</b>	
<b>Domain</b>	<b>Score</b>
<b>Planning for Instruction and Assessment</b>	
A. Focus for Learning: Standards and Objectives/Targets	
B. Materials and Resources	
C. Assessment of P–12 learning	
D. Differentiated Methods	
<b>Instructional Delivery</b>	
E. Learning Target and Directions	
F. Critical Thinking	
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	
H. Digital Tools and Resources	
I. Safe and Respectful Learning Environment	
<b>Assessment</b>	
J. Data-Guided Instruction	
K. Feedback to Learners	
L. Assessment Techniques	
<b>Analysis of Teaching</b>	
M. Connections to Research and Theory	
<b>Professional Dispositions Form</b>	
<b>Professional Commitment &amp; Behaviors</b>	
A. Participates in Professional Development (PD)	
B. Demonstrates Effective Communication with Parents or Legal Guardians	
C. Demonstrates Punctuality	
D. Meets Deadlines and Obligations	
E. Preparation	
<b>Professional Relationships</b>	
F. Collaboration	
G. Advocacy to Meet the Needs of Learners or for the Teaching Profession	
<b>Critical Thinking and Reflective Practice</b>	
H. Responds Positively to Feedback and Constructive Criticism	
<b>Goals for student teacher’s continued growth:</b>	
1.	
2.	
<i>Add additional sheets for additional goals as needed.</i>	

**APPENDIX A-8**  
**CENTRAL STATE UNIVERSITY**  
**KEY ASSESSMENT – STUDENT TEACHING OBSERVATION INSTRUMENT (CPAST)**  
**Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP)**  
*TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION*

<b>Teacher Candidate</b> _____	<b>PK-12 School</b> _____
<b>Cooperating Teacher</b> _____	<b>Date</b> _____
<b>University Supervisor</b> _____	_____
<b>Number of Students on IEPs</b> _____	<b>Length of Observation</b> _____
<b>Observation # 1 2 3 4</b>	<b>Grade Level(s)</b> _____

**Scoring Rubric:**

- 3 Exceeds Expectations:** Consistently exceeds expectations for a beginning teacher. Reserved for those few candidates who go beyond expected performances and demonstrate outstanding instructional skills regarding preparation, delivery, and assessment at least 90 percent of the instructional period.
- 2 Meets Expectations:** Consistently meets expectations for a beginning teacher. The teacher candidate consistently applies expected knowledge and skills with impact on student learning and uses data to inform instruction at least 80 percent of the instructional period.
- 1 Emerging:** Usually meets expectations for a beginning teacher. The teacher candidate applies expected knowledge and skills with impact on student learning and uses data to inform instruction at least 70 percent of the instructional period.
- 0 Does Not Meet Expectations:** Does not demonstrate minimum expectations for a beginning teacher. The teacher candidate has not satisfactorily demonstrated expected knowledge and skills with an impact on student learning. Significant improvement needed.

**Directions:** The form will be used *four times* by the clinical faculty and University supervisor during the course of the term and will be available in the UDS.

- 1) There must be two observations by the end of week six (mid-term) of the student teaching experience.
- 2) There must be two observations by the end of week 12 (final) of the student teaching experience.
- 3) There must be a three-way conference between the clinical faculty, University supervisor, and teacher candidate after each observation.

At the mid-term three-way conference:

- 1) Goals are set for the remainder of the student teaching experience.
- 2) The University supervisor and clinical faculty record the consensus ratings and enter the data in the UDS by the end of week six.

At the final three-way conference:

- 1) Suggestions and comments are made to assist in the transition to a teaching role
- 2) The University supervisor and clinical faculty record the consensus ratings and enters the data in the UDS by the end of week 12.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score Score
<b>Planning for Instruction and Assessment</b>					
<b>A. Focus for Learning: Standards and Objectives /Targets</b>	Plans align to: 1. Appropriate Ohio Learning Standards 2. Goals are measurable 3. Standards, objectives/targets, and learning tasks are consistently aligned with each other 4. Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area	Plans align to: 1. Appropriate Ohio Learning Standards 2. Goals are measurable 3. Standards, objectives/targets and learning tasks, are consistently aligned with each other 4. Articulates objectives/targets that are appropriate for learners	Plans align to: 1. Appropriate Ohio Learning Standards 2. Some goals are measureable 3. Standards, objectives/targets, and learning tasks are loosely or are not consistently aligned with each other 4. Articulates some objectives/targets that are appropriate for learners	Plans do not align to: 1. Appropriate Ohio Learning Standards 2. Goals are absent or not measureable 3. Standards, objectives/targets, and learning tasks are not aligned with each other 4. Does not articulate objectives/targets that are appropriate for learners	_____
<b>B. Materials and Resources</b>	Uses a variety of materials and resources that: 1. Align with all objectives/targets 2. Make content relevant to learners 3. Encourage individualization of learning	Uses a variety of materials and resources that: 1. Align with all objectives/targets 2. Make content relevant to learners	Uses materials and resources that: 1. Align with some of the objectives/targets	Materials and resources: 1. Do not align with objectives/targets	_____
<b>C. Assessment of PK-12 Learning</b>	Plans a variety of assessments that: 1. Provide opportunities for learners of varying abilities to illustrate competence (whole class)	Plans a variety of assessments that: 1. Provide opportunities for learners to illustrate competence (whole class) 2. Align with the Ohio Learning Standards	Planned assessments: 1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the Ohio Learning Standards	Planned assessments: 1. Are not included OR 2. Do not align with the Ohio Learning Standards	_____

	<ul style="list-style-type: none"> <li>2. Align with the Ohio Learning Standards</li> <li>3. Are culturally relevant and draw from learners' funds of knowledge</li> <li>4. Promote learner growth</li> </ul>	<ul style="list-style-type: none"> <li>3. Are culturally relevant and draw from learners' funds of knowledge</li> </ul>			
<b>D. Differentiated Methods</b>	<p>Lessons make meaningful and culturally relevant connections to:</p> <ul style="list-style-type: none"> <li>1. Learners' prior knowledge</li> <li>2. Previous lessons</li> <li>3. Future learning</li> <li>4. Other disciplines and real-world experiences</li> <li>5. Differentiation of instruction supports learner development</li> <li>6. Organizes instruction to ensure content is comprehensible, relevant and challenging for learners</li> </ul>	<p>Lessons make clear and coherent connections to:</p> <ul style="list-style-type: none"> <li>1. Learners' prior knowledge</li> <li>2. Previous lessons</li> <li>3. Future learning</li> <li>4. Differentiation of instruction supports learner development</li> <li>5. Organizes instruction to ensure content is comprehensible and relevant for learners</li> </ul>	<p>Lessons make an attempt to build on, but are not completely successful at connecting to:</p> <ul style="list-style-type: none"> <li>1. Learners' prior knowledge</li> <li>2. Previous lessons</li> <li>3. Future learning</li> <li>4. Differentiation of instruction is minimal</li> <li>5. Organizes instruction to ensure content is comprehensible for learners</li> </ul>	<p>Lessons do not build on or connect to:</p> <ul style="list-style-type: none"> <li>1. Learners' prior knowledge</li> <li>2. Explanations given are illogical or inaccurate as to how the content connects to previous and future learning</li> <li>3. Differentiation of instruction is absent</li> </ul>	
<b>Instructional Delivery</b>					
<b>E. Learning Target and Directions</b>	<ul style="list-style-type: none"> <li>1. Articulates accurate and coherent learning targets</li> <li>2. Articulates accurate directions/ explanations throughout the lesson</li> <li>3. Sequences learning experiences appropriately</li> </ul>	<ul style="list-style-type: none"> <li>1. Articulates an accurate learning target</li> <li>2. Articulates accurate directions/ explanations</li> <li>3. Sequences learning experiences appropriately</li> </ul>	<ul style="list-style-type: none"> <li>1. Articulates an inaccurate learning target</li> <li>2. Articulates inaccurate directions/ explanations</li> </ul>	<ul style="list-style-type: none"> <li>1. Does not articulate the learning target</li> <li>2. Does not articulate directions/ explanations</li> </ul>	



<b>F. Critical Thinking</b>	Engages learners in critical thinking in local and/or global contexts that: <ol style="list-style-type: none"> <li>1. Fosters problem solving</li> <li>2. Encourages conceptual connections</li> <li>3. Challenges assumptions</li> </ol>	Engages learners in critical thinking that: <ol style="list-style-type: none"> <li>1. Fosters problem solving</li> <li>2. Encourages conceptual connections</li> </ol>	Introduces AND/OR models critical thinking that: <ol style="list-style-type: none"> <li>1. Fosters problem solving</li> <li>2. Encourages conceptual connections</li> </ol>	Does not introduce AND/OR model critical thinking that: <ol style="list-style-type: none"> <li>1. Fosters problem solving</li> <li>2. Encourages conceptual connections</li> </ol>	<hr/>
<b>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</b>	<ol style="list-style-type: none"> <li>1. Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment</li> <li>2. Differentiates through planned and responsive adjustments (whole class/group and individual learners)</li> </ol>	<ol style="list-style-type: none"> <li>1. Checks for understanding (whole class/group) during lessons using formative assessment</li> <li>2. Differentiates through adjustments to instruction (whole class/group)</li> </ol>	<ol style="list-style-type: none"> <li>1. Inconsistently checks for understanding during lessons using formative assessment</li> <li>2. Adjusts instruction accordingly, but adjustments may cause additional confusion</li> </ol>	<ol style="list-style-type: none"> <li>1. Does not check for understanding during lessons using formative assessment</li> <li>2. Does not make any adjustments based on learners' responses</li> </ol>	<hr/>
<b>H. Digital Tools and Resources</b>	Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that: <ol style="list-style-type: none"> <li>1. Are relevant to learning objectives/ targets of the lesson</li> <li>2. Engage learners in the demonstration of knowledge or skills</li> <li>3. Extend learners' understanding of concepts</li> </ol>	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that: <ol style="list-style-type: none"> <li>1. Are relevant to learning objectives/targets of the lesson</li> <li>2. Engage learners in the demonstration of knowledge or skills</li> </ol>	Discusses developmentally appropriate technologies (digital tools and resources) that: <ol style="list-style-type: none"> <li>1. Are relevant to learning objectives/ targets of the lesson</li> <li>2. Technology is not available</li> </ol>	One of the following: <ol style="list-style-type: none"> <li>1. Does not use technologies (digital tools and resources) that engage learners, but technology is available in the setting</li> <li>2. Use of technologies is not relevant to the learning objectives/ targets of the lesson</li> <li>3. Does not discuss technologies and Technology is not available in the setting</li> </ol>	<hr/>

<b>I. Safe and Respectful Learning Environment</b>	<ol style="list-style-type: none"> <li>1. Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions</li> <li>2. Establishes and promotes constructive relationships to equitably engage learners</li> <li>3. Uses research-based strategies to maintain learners' attention (individual and whole group)</li> </ol>	<ol style="list-style-type: none"> <li>1. Manages a safe and respectful learning environment through the use of routines and transitions</li> <li>2. Establishes and promotes constructive relationships to equitably engage learners</li> <li>3. Uses research-based strategies to maintain learners' attention (individual and whole group)</li> </ol>	<ol style="list-style-type: none"> <li>1. Attempts to manage a safe learning environment through the use of routines and transitions</li> <li>2. Attempts to establish constructive relationships to engage learners</li> <li>3. Attempts to use constructive strategies to maintain learners' attention (individual and whole group)</li> </ol>	<ol style="list-style-type: none"> <li>1. Does not manage a safe learning environment</li> <li>2. Does not establish constructive relationships to engage learners</li> <li>3. Does not use constructive strategies to maintain learners' attention (individual and whole group)</li> </ol>	
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**Assessment**

<b>J. Data Guided Instruction</b>	<ol style="list-style-type: none"> <li>1. Uses data-informed decisions (trends and patterns) to set short- and long-term goals for future instruction and assessment</li> <li>2. Uses contemporary tools for learner data record-keeping and analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses data-informed decisions to design instruction and assessment</li> <li>2. Uses contemporary tools for learner data record-keeping</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses minimal data to design instruction and assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Does not use data to design instruction and assessment</li> </ol>	
<b>K. Feedback to Learners</b>	<p>Provides feedback that:</p> <ol style="list-style-type: none"> <li>1. Enables learners to recognize strengths and areas for improvement</li> <li>2. Is comprehensible</li> <li>3. Is descriptive</li> </ol>	<p>Provides feedback that:</p> <ol style="list-style-type: none"> <li>1. Enables learners to recognize strengths or areas for improvement</li> <li>2. Is comprehensible</li> <li>3. Is descriptive</li> <li>4. Provides timely feedback</li> </ol>	<p>Provides minimal feedback that:</p> <ol style="list-style-type: none"> <li>1. Enables learners to recognize strengths or areas for improvement</li> <li>2. Feedback is provided in a somewhat timely fashion</li> </ol>	<p>Does not provide feedback that:</p> <ol style="list-style-type: none"> <li>1. Enable learners to recognize strengths or areas for improvement</li> <li>2. Feedback is not provided in a timely fashion</li> </ol>	

	<ul style="list-style-type: none"> <li>4. Is individualized</li> <li>5. Provides timely feedback, guiding learners on how to use feedback to monitor their own progress</li> </ul>				
<b>L. Assessment Techniques</b>	<p>Evaluates and supports learning through assessment techniques that are:</p> <ul style="list-style-type: none"> <li>1. Developmentally appropriate</li> <li>2. Formative and summative</li> <li>3. Diagnostic</li> <li>4. Varied</li> </ul>	<p>Evaluates and supports learning through assessment techniques that are:</p> <ul style="list-style-type: none"> <li>1. Developmentally appropriate</li> <li>2. Formative and summative</li> </ul>	<p>Assessment techniques are:</p> <ul style="list-style-type: none"> <li>1. Developmentally appropriate</li> <li>2. Formative or summative</li> </ul>	<p>Assessment techniques are:</p> <ul style="list-style-type: none"> <li>1. Developmentally inappropriate</li> <li>2. Not used</li> </ul>	_____

Analysis of Teaching					
<b>M. Connections to Research and Theory</b>	<ul style="list-style-type: none"> <li>1. Discusses, provides evidence of and justifies connections to educational research and/or theory</li> <li>2. Uses research and/or theory to explain their PK-12 learners' progress</li> </ul>	<p>1. Discusses and provides evidence of connections to educational research and/or theory</p>	<p>1. Mentions connections to educational research and/or theory</p>	<p>1. No connections or inaccurate connections to educational research and/or theory</p>	_____

**APPENDIX A-9**  
***Professional Dispositions Evaluation***

InTASC Model Core Teaching Standards define dispositions as the habits of professional action and moral commitments that underlie an educator’s performance. It is the student teacher’s responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors. **REMEMBER:** Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the required dispositions.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
<b>Professional Commitment and Behaviors</b>					
<b>A. Participates in Professional Development (PD)</b>	1. Participates in at least one professional development (PD) opportunity (e.g., workshops, seminars, attending a professional conference, joining a professional organization) 2. Provides evidence of an increased understanding of the teaching profession as a result of the PD 3. Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching	1. Participates in at least one professional development opportunity (e.g., workshop, seminar, attending a professional conference) 2. Provides evidence of an increased understanding of the teaching profession as a result of the PD	1. Participates in at least one professional development opportunity (e.g., workshop, seminar, attending a professional conference)	1. Does not participate in any professional development opportunity (e.g., workshop, seminar, attending a professional conference)	<hr style="width: 20%; margin: auto;"/>
<b>B. Demonstrates Effective Communication with Parents or Legal Guardians</b>	1. Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) 2. Provides information about PK-12 learning to	1. Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) 2. Provides information	1. Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)	1. Does not provide evidence of communication with parents or legal guardians	<hr style="width: 20%; margin: auto;"/>

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
	<p>parents or legal guardians to promote understanding and academic progress</p> <p>3. Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g., exchange of email, face-to-face discussion, etc.)</p>	<p>about PK-12 learning to parents or legal guardians to promote understanding and academic progress</p>			
<b>C. Demonstrates Punctuality</b>	<p>1. Reports on time or early for daily student teaching and additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p>1. Reports on time for daily student teaching and additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p>1. Inconsistently reports on time for daily student teaching and/or additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p>1. Does not report on time for student teaching and/or additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p>_____</p>
<b>D. Meets Deadlines and Obligations</b>	<p>1. Meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>2. Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>3. Provides clear and complete directions and lessons for substitutes without reminders</p>	<p>1. Meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>2. Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>3. Provides clear and complete directions and lessons for substitutes</p>	<p>1. Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>2. Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>3. Provides incomplete directions and lessons for substitutes</p>	<p>1. Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor</p> <p>2. Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>3. Does not provide directions and lessons for substitutes</p>	<p>_____</p>
<b>E. Preparation</b>	<p>1. Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p>	<p>1. Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p>	<p>1. Not consistently prepared to teach on a daily basis with all materials (lesson plans, manipulatives,</p>	<p>1. Not prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p>	<p>_____</p>

	2. Materials are easily accessible and organized 3. Prepared for the unexpected and flexible	2. Materials are easily accessible and organized	handouts, resources, etc.) 2. Materials are easily accessible or organized	2. Materials are not organized or easily accessible	
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Professional Relationships					
<b>F. Collaboration</b>	1. Demonstrates collaborative relationships with cooperating teacher and/or members of the school community (other teachers, school personnel, administrators, etc.) 2. Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners	1. Demonstrates collaborative relationships with cooperating teacher and/or members of the school community (other teachers, school personnel, administrators, etc.) 2. Attempts to work with and learn from colleagues in planning and implementing instruction	1. Demonstrates collaborative relationships with cooperating teacher and/or members of the school community (other teachers, school personnel, administrators, etc.)	1. Does not demonstrate collaborative relationships with cooperating teacher and/or members of the school community (other teachers, school personnel, administrators, etc.)	—
<b>G. Advocacy to Meet the Needs of Learners or for the Teaching Profession</b>	Recognizes and articulates specific areas in need of advocacy, including the: 1. Needs of learners (e.g., academic, physical, social, emotional, and cultural needs; or adequate resources, equitable opportunities) 2. Needs of the teaching profession (e.g., technology integration, research-based practices) 3. Appropriate action(s) based upon identified needs, while following district protocols	Recognizes and articulates specific areas in need of advocacy, including the: 1. Needs of learners (e.g., academic, physical, social, emotional, and cultural needs; or adequate resources, equitable opportunities) 2. Needs of the teaching profession (e.g., technology integration, research-based practices)	Recognizes areas in need of advocacy, but cannot articulate the: 1. Needs of learners (e.g., academic, physical, social, emotional, and cultural needs; or adequate resources, equitable opportunities) 2. Needs of the teaching profession (e.g., technology integration, research-based practices)	Does not recognize areas in need of advocacy, including the: 1. Needs of learners (e.g., academic, physical, social, emotional, and cultural needs; or adequate resources, equitable opportunities) 2. Needs of the teaching profession (e.g., technology integration, research-based practices)	—
Critical Thinking and Reflective Practice					
<b>H. Responds Positively to Feedback and Constructive Criticism</b>	Is receptive to: 1. Feedback, constructive criticism, supervision and responds professionally 2. Incorporates feedback (e.g., from cooperating teacher, University	Is receptive to: 1. Feedback, constructive criticism, supervision and responds professionally 2. Incorporates feedback (e.g., from cooperating teacher,	Is receptive to: 1. Feedback, constructive criticism and supervision 2. Incorporates feedback inconsistently	Is not receptive to: 1. Feedback, constructive criticism and supervision 2. Does not incorporate feedback	—

	supervisor) to improve practice 3. Proactively seeks opportunities for feedback from other professionals	University supervisor) to improve practice			
<b><u>What went well? Areas of strength?</u></b>					
<b><u>Possible opportunities for growth</u></b>					

### Goals for Improvement: Pedagogy and Dispositions

Following the three-way midterm evaluation among the student teacher, University supervisor and cooperating teacher, the student teacher will identify **three** specific and measurable goals for improvement for the duration of the student teaching experience. The University supervisor and cooperating teacher will then affirm and/or suggest goals for the student teacher.

As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

<b>Connection to 3-way form</b>	<b>Goal (must have a minimum of one goal) with details</b>
<i>L. Assessment: Feedback to Learners</i>	<i>I will focus on providing specific (not general) feedback to individuals and to groups – with a focus on task and process.</i>  <i>I will focus on “quick and quiet” feedback. I will prepare feedback ahead of time using data</i>
	1.
	2.

### Comments





**Methods/Student Teaching Professional Behaviors and Dispositions by University Supervisor and Cooperating Teacher**

Mid Term     Final

A candidate is an ambassador of the EPP in a P-12 classroom/district setting and is expected to demonstrate professional behaviors and professional dispositions during methods courses. This candidate is prepared/not prepared as a first-year teacher based on the following:

Almost Always	Frequently	Occasionally	Rarely/ Never	N/A
3	2	1	0	

**A. Professional Behaviors**

Displays positive attitude.					
Demonstrates enthusiasm for the work of teaching and learning.					
Shows respect for classmates, colleagues, instructors, families, and communities.					
Maintains confidentiality.					
Demonstrates flexibility.					
Builds rapport with PK-12 students, classmates, and instructors.					
Demonstrates punctuality in all professional responsibilities including coursework.					
Dresses professionally.					
Other:					

Almost Always	Frequently	Occasionally	Rarely/ Never	N/A
3	2	1	0	

**B. Professional Dispositions**

Recognizes individual PK-12 student’s strengths and then builds on those strengths to enhance the learning of all students.					
Fosters each PK-12 student's deeper understanding of the content through relevant learning experiences.					
Self-analyzes to improve instructional practices.					
Responds positively to circumstances for addressing culture, gender, language, abilities, and ways of knowing.					
Collaborates with colleagues, classmates, families, teachers, and community members to promote PK-12 student learning.					
Other:					

**APPENDIX A-12**  
**CENTRAL STATE UNIVERSITY, COLLEGE OF EDUCATION**  
**COOPERATING TEACHER EVALUATION OF PROGRAM**

*“Teachers as Reflective Educators”*

The following statements describe the Educator Preparation Program (EPP) at Central State University. Please read each statement carefully and evaluate the degree of preparation CSU teacher candidates demonstrate as educator professionals.

This information will be used to strengthen the Educator Preparation Program at the University, and not as an evaluation of the teacher candidate.

Teacher Candidate Name: \_\_\_\_\_  
 School District: \_\_\_\_\_  
 Building: \_\_\_\_\_  
 Semester \_\_\_\_\_ Year \_\_\_\_\_ Ethnicity \_\_\_\_\_ Gender \_\_\_\_\_

Please identify the candidate’s program area:

- |  |   |
|--|---|
| <input type="radio"/> AYA Language Arts  | <input type="radio"/> Intervention Specialist |
| <input type="radio"/> AYA Social Studies | <input type="radio"/> Middle Childhood        |
| <input type="radio"/> AYA Mathematics    | <input type="radio"/> AYA Life Science        |
| <input type="radio"/> Early Childhood    | <input type="radio"/> Music Education         |
|  | <input type="radio"/> AgED Education          |

Please use the scale below to rate each item:

Frequently 3	Occasionally 2	Rarely 1	Never 0
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**Rate the extent to which the Educator Preparation Program at Central State University prepared the teacher candidate to demonstrate teaching expertise in the following ways:**

**1. Plan for instruction and assessment**

a. Focused on the professional standards of the content area taught	○3	○2	○1	○0
b. Used the district/state content standards	○3	○2	○1	○0
c. Addressed central concepts, inquiry and structures of the discipline(s) taught	○3	○2	○1	○0
d. Demonstrated the ability to plan lessons regarding human development	○3	○2	○1	○0
e. Planned and organized a variety of instructional strategies to accommodate all students	○3	○2	○1	○0
f. Utilized instructional technologies for enhancing instruction	○3	○2	○1	○0
g. Demonstrated content knowledge of variety of assessment strategies to accommodate for all children	○3	○2	○1	○0

**2. Instruct and engage the focus learner**

a. Effectively facilitated learning tasks	○3	○2	○1	○0
b. Created an atmosphere conducive to learning	○3	○2	○1	○0
c. Implemented lessons at students’ preparation level	○3	○2	○1	○0
d. Engaged students in activities that promote problem solving and critical thinking	○3	○2	○1	○0
e. Used effective communication techniques to foster a positive, interactive learning environment	○3	○2	○1	○0
f. Implemented culturally relevant instruction based on the knowledge of students, subject content, and curriculum goals	○3	○2	○1	○0

**3. Assess learning**

a. Used multiple methods of assessment appropriate to individual students (including interpretation of results and integration of information) in their instruction.	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0
b. Used formal and informal assessment techniques to evaluate learning and instruction?	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0
c. Used the content knowledge of various assessment strategies to help all children learn.	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0
d. Provided timely constructive feedback to all learners.	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0

**4. Demonstrate good dispositions**

a. Addressed and promoted issues of equity for all learners.	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0
b. Engaged in opportunities for professional growth.	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0
c. Engaged in on-going collaboration with colleagues, administrations other school personnel, parents and/or school community.	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0

Please provide any ideas or suggestions that you believe will help us to better prepare future educators:

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**APPENDIX A-13**

CENTRAL STATE UNIVERSITY, COLLEGE OF EDUCATION  
**COOPERATING TEACHER EVALUATION OF UNIVERSITY SUPERVISOR**

*“TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION”*

This instrument is designed to obtain feedback about the performance of the teacher candidate’s University supervisor.  
 Please rate each item as appropriate.

Teacher Candidate Name: \_\_\_\_\_  
 University Supervisor Name: \_\_\_\_\_  
 Cooperating Teacher Name: \_\_\_\_\_  
 School District: \_\_\_\_\_  
 Building: \_\_\_\_\_

Please identify the candidate’s program area:

- |  |   |
|--|---|
| <input type="radio"/> AYA Language Arts    | <input type="radio"/> Intervention Specialist   |
| <input type="radio"/> AYA Social Studies   | <input type="radio"/> Middle Childhood          |
| <input type="radio"/> AYA Mathematics      | <input type="radio"/> Music Education           |
| <input type="radio"/> AYA Life Science     | <input type="radio"/> Early Childhood Education |
| <input type="radio"/> AYA Physical Science | <input type="radio"/> AgED Education            |

| Almost Always 3 | Frequently 2 | Occasionally 1 | Rarely/Never 0 |

**Rate the extent to which the University supervisor exhibited the following behaviors:**

Shared with you the expectations for the student teacher’s performance in the classroom before each observation	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Provided multiple means for you to communicate with him/her such as email, phone, texting or face-to-face interaction and was timely with getting back to you in some way (within two days)	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Participated in scheduled joint consultation sessions with the student teaching candidate and the cooperating teacher	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Offered you the opportunity to reflect on the student’s performance after each classroom observation prior to receiving your written evaluation	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Held an interactive conference with you after each formal observation (or within 1 week of it)	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Shared specific strategies with you that addressed strengths and weaknesses in his/her feedback about student’s performance in the classroom	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Asked you for ways he/she can help support you	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a

**Please select yes or no in answering the following questions about the University supervisor.**

	Yes	No
Did the University supervisor observe the student teacher teaching four times and provided written feedback within a five-day window of time to the student teacher and made available to me for review?	<input type="radio"/>	<input type="radio"/>
Did the University supervisor observe a complete lesson during each observation time?	<input type="radio"/>	<input type="radio"/>
Was a conference held with the University supervisor and cooperating teacher at the beginning of the teaching assignment and the University supervisor provided my cooperating teacher with a handbook and training?	<input type="radio"/>	<input type="radio"/>
Did the University supervisor inform you of all policies, procedures and evaluation forms related to the CSU College of Education Student Teaching Program?	<input type="radio"/>	<input type="radio"/>

Please provide any ideas or suggestions that you believe will help us to better prepare future educators.

**APPENDIX A-13**

CENTRAL STATE UNIVERSITY, COLLEGE OF EDUCATION

**CANDIDATE EVALUATION OF COOPERATING TEACHER**

*“TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION”*

This instrument is designed to obtain feedback about the performance of your Cooperating teacher (PreK-11 classroom teacher).

Cooperating Teacher Name: \_\_\_\_\_

Placement School: \_\_\_\_\_

Grade level(s) you are teaching:

- PK     K     1     1     2     3     5  
 6     7     8     9     10     11     11

Your program area:

- AYA Language Arts                       Intervention Specialist  
 AYA Social Studies                       Middle Childhood  
 AYA Mathematics                       Music Education  
 AYA Life Science                       Early Childhood  
 AYA Physical Science                       AgED Education

**Rate the extent to which the cooperating teacher exhibited the following behaviors:**

Almost Always 3	Frequently 2	Occasionally 1	Rarely/Never 0	n/a
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Shared with you what his/her expectations were for working with a student teacher	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Demonstrated and discussed a range of classroom management techniques and experiences related to discipline situations	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Demonstrated and shared different teaching strategies and techniques for effective student learning for different styles and & ability levels	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Provided opportunities for you to participate in the teaching process, school duties, events, and conferences	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Supported you in the classroom during daily duties/expectations and provided assistance if needed	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Informed you of and encourage you to attend professional development opportunities	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Included you in parent/teacher conferences and IEP meetings when allowed by school policies	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Phased in your teaching responsibilities over time and did not leave you for long periods of time/days on your own from early on in your assignment prior to full time teaching	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Modeled effective organization and professional skills	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Expressed a desire to host other student teachers in the future	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a

Please provide any ideas or suggestions that you believe will help us to better prepare future teachers.

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**APPENDIX A-15**

**CENTRAL STATE UNIVERSITY, COLLEGE OF EDUCATION  
CANDIDATE EVALUATION OF UNIVERSITY SUPERVISOR**

*“TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION”*

This instrument is designed to obtain feedback about the performance of your university supervisor.

University Supervisor Name: \_\_\_\_\_

Your program area:

- |  |   |
|--|---|
| <input type="radio"/> AYA Language Arts    | <input type="radio"/> Intervention Specialist |
| <input type="radio"/> AYA Social Studies   | <input type="radio"/> Middle Childhood        |
| <input type="radio"/> AYA Mathematics      | <input type="radio"/> Music Education         |
| <input type="radio"/> AYA Life Science     | <input type="radio"/> Early Childhood         |
| <input type="radio"/> AYA Physical Science | <input type="radio"/> AgED Education          |

How many times did your university supervisor observe you teaching a lesson?

- |                         |                         |                         |
|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 2 |
| <input type="radio"/> 3 | <input type="radio"/> 5 | <input type="radio"/> 6 |

How many times did your university supervisor have a conference with you after an observation?

- |                         |                         |                         |
|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 2 |
| <input type="radio"/> 3 | <input type="radio"/> 5 | <input type="radio"/> 6 |

<b>Almost Always</b> 3	<b>Frequently</b> 2	<b>Occasionally</b> 1	<b>Rarely/Never</b> 0	<b>n/a</b>
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**Rate the extent to which the University supervisor exhibited the following behaviors:**

Shared with you the expectations for your performance in the classroom before each observation	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Provided multiple means for you to communicate with him/her such as email, phone, texting or face to face interaction and was timely with getting back to you in some way (within 1 days)	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Offered you the opportunity to self- reflect about your classroom experiences during your weekly seminars?	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Responded to your needs, e.g., advocate for you, assist you with solving problems and developing plans)	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Offered you the opportunity to self- reflect on your own performance after each classroom observation prior to receiving your written evaluation	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Held an interactive conference with you after each of your observations (or within one week of it)	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Shared specific strategies that addressed your strengths and weaknesses in his/her feedback about your performance in the classroom	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Initiated/asked for ways he/she could help support you	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a

**Please select Yes or No in answering the following questions about the University supervisor:**

	<b>Yes</b>	<b>No</b>
Did the University supervisor observe you teaching four times and provided written feedback within a five-day window of time.	<input type="radio"/>	<input type="radio"/>
Did the University supervisor observe you teaching a complete lesson during each observation time?	<input type="radio"/>	<input type="radio"/>
Was a preliminary conference held with the University supervisor and cooperating teacher held at the beginning of the teaching assignment?	<input type="radio"/>	<input type="radio"/>

Please provide any ideas or suggestions that you believe will help us to better prepare future teachers.

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## APPENDIX A-16

CENTRAL STATE UNIVERSITY, COLLEGE OF EDUCATION

*“TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION”*

### UNIVERSITY SUPERVISOR EVALUATION OF COOPERATING TEACHER

This instrument is designed to obtain feedback about the performance of the teacher candidate’s cooperating teacher.

Teacher Candidate Name: \_\_\_\_\_  
 University Supervisor Name: \_\_\_\_\_  
 Cooperating Teacher Name: \_\_\_\_\_  
 School District: \_\_\_\_\_  
 Building: \_\_\_\_\_

Please identify the candidate’s program area:

- |  |   |
|--|---|
| <input type="radio"/> AYA Language Arts    | <input type="radio"/> Intervention Specialist |
| <input type="radio"/> AYA Social Studies   | <input type="radio"/> Middle Childhood        |
| <input type="radio"/> AYA Mathematics      | <input type="radio"/> Music Education         |
| <input type="radio"/> AYA Life Science     | <input type="radio"/> Early Childhood         |
| <input type="radio"/> AYA Physical Science | <input type="radio"/> AgED Education          |

| Almost Always 3 | Frequently 2 | Occasionally 1 | Rarely/Never 0 | n/a |

**Rate the extent to which the cooperating teacher exhibited the following behaviors:**

Identified the candidates’ strengths and areas in need of improvement in respect to identified teaching lessons	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Provided multiple means for you to communicate with him/her such as email, phone, texting, or face to face interaction and was timely with getting back to you in some way (within two days)	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Participated in scheduled joint consultation sessions with the student teaching candidate and the University supervisor?	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Explained the methods and procedures of record keeping, reporting to parents, evaluating, and grading students and encouraging students to engage in new and creative strategies?	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Worked closely with you and immediately call attention to any situation that was not productive for the student teacher, the students, or the cooperating teacher?	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Prepared his/her class for the teacher candidate, including expectations for appropriate behavior and for the teacher candidate’s increased responsibility for teaching and learning?	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Offered the teacher candidate the opportunity to self-reflect and evaluate their own teaching and to offer suggestions for improvement?	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Asked you for ways he/she could help support you?	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a

**Please select Yes or No in answering the following about the quantity of the University supervisor.** **Yes No**

Did the cooperating teacher explain the policies and procedures of the classroom and school to the teacher candidate during the initial meeting?	<input type="radio"/>	<input type="radio"/>
Did the cooperating teacher plan a well-balanced program of learning activities that allowed the candidate to observe, reflect and assess his/her own teaching performance?	<input type="radio"/>	<input type="radio"/>
Did the cooperating teacher offer constructive feedback based on observation and assessment of lessons taught by the candidate?	<input type="radio"/>	<input type="radio"/>
Did the cooperating teacher collaborate with the University supervisor in the assessment and evaluation of the teacher candidate’s performance?	<input type="radio"/>	<input type="radio"/>

Please provide any ideas or suggestions that you believe will help us to better prepare future educators.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**APPENDIX A-17**

CENTRAL STATE UNIVERSITY, COLLEGE OF EDUCATION

**TEACHER CANDIDATE USE OF TECHNOLOGY EVALUATION BY COOPERATING TEACHER**

*“TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION”*

Please evaluate the candidate’s use of technology during this experience. Using the rating scale below, please indicate the response that best represents the appropriateness and quality of specific technologies for specific purposes.

Teacher Candidate Name: \_\_\_\_\_  
 Your Name: \_\_\_\_\_  
 School District: \_\_\_\_\_  
 Building: \_\_\_\_\_

Please identify the candidate’s program area:

- |  |   |
|--|---|
| <input type="radio"/> AYA Language Arts    | <input type="radio"/> Intervention Specialist |
| <input type="radio"/> AYA Social Studies   | <input type="radio"/> Middle Childhood        |
| <input type="radio"/> AYA Mathematics      | <input type="radio"/> Music Education         |
| <input type="radio"/> AYA Life Science     | <input type="radio"/> Early Childhood         |
| <input type="radio"/> AYA Physical Science | <input type="radio"/> AgED Education          |

Exceeds Expectations 3	Meets Expectations 2	Emerging 1	Does Not Meet Expectations 0	n/a
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Please use the rating scale to indicate how effectively the teacher candidate used each of the technologies identified.

**Equipment**

Camcorder	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Digital Camera	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Handhelds (PDAs, graphing calculator)	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
iPad	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Overhead Projector (ELMO, etc.)	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
SMART Board	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
VCR/DVD	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a

**Programs**

Educational Software	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Electronic Gradebook	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
E-mail	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Internet Resources for Lessons	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
PowerPoint	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Web-based Activities	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a
Word Processing	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> n/a

Please provide any ideas or suggestions that you believe will help us to better prepare future teachers.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## **APPENDIX B**

### **FREQUENTLY ASKED QUESTIONS**

#### **1. What are dispositions?**

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator's own professional growth. Professional standards organizations and professional communities expect teacher candidates to demonstrate knowledge, skills, and dispositions to provide learning opportunities that support students' development.

#### **2. What is clinical practice?**

Clinical practice is the culmination of the educational foundation, methodology, and field experience components of the Educator Preparation Program. Student teaching is a cooperative effort between the University and cooperating school districts that provides candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities and assessments that demonstrates the candidates' progressive development of the professional knowledge, skills, and dispositions needed to be effective educators. At CSU, students are required to complete at least twelve weeks of student teaching.

#### **3. What are some professional behaviors of successful teachers?**

- Show respect and demonstrate professional courtesy with all stakeholders
- Work collaboratively and establish collegial relationships with others
- Display professional dress and decorum at all times
- Exhibit expert knowledge in their content area
- Participate in professional development and strive for continuous improvement, both personally and professionally
- Stay abreast of best practices in education and use pedagogical strategies effectively

#### **4. What email address should teacher candidates use to send and receive electronic communication to and from University/College of Education faculty, staff, cooperating schools and clinical faculty?**

Teacher candidates should use their university assigned email address (**user@central.ces.edu**) and are responsible for frequently monitoring this email account for important information from the CSU faculty, cooperating school representatives, University supervisor and CSU director of Field and Clinical Experiences.

## **APPENDIX C**

### **GLOSSARY OF TERMS**

Source: CAEP Accreditation Handbook

#### **All PK-11 Students**

Children or youth attending PK-11 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification and/or geographic origin.

#### **Assessment**

An ongoing, iterative process consisting of the following four basic steps:

1. defining learning outcomes;
2. choosing a method or approach and then using it to gather evidence of learning;
3. analyzing and interpreting the evidence; and
4. using this information to improve student learning (Adapted from the Western Association of Schools and Colleges glossary).

#### **Certificate/Licensure**

An official document issued by a state agency that confirms an individual has met the following state requirements:

1. teach at a specific level or for a specialized discipline/population of students (e.g., middle grades, biology, English Language Learners, etc.); and
2. serve in a specific educational role in a school (e.g., principal, reading specialist, etc.).

#### **Candidate**

An individual engaged in the preparation process for professional education licensure/certification with an Educator Preparation Provider.

#### **Capstone**

A culminating project or experience that generally takes place in a candidate's final year of study and requires review, synthesis, and application of what has been learned over the course of the candidate's preparation program. The result may be a product (e.g., original research) or a performance (e.g., a teaching sequence). The capstone provides evidence for assessment of a range of outcomes, (e.g., proficiencies). (Adapted from the Western Association of Schools and Colleges glossary).

#### **Clinical Educators**

All educator preparation providers and PK-11 school-based individuals who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experience (e.g., University supervisor, cooperating teacher/mentor).

**Clinical Experiences**

Guided, hands-on, practical application of professional knowledge of theory, skills and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as student teaching or internship.

**Clinical Practice**

Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate the candidate's progressive development of the professional knowledge, skills and dispositions to be effective educators.

**Completer/Program Completer**

Any candidate who exited a preparation program by successfully satisfying the requirements of the Educator Preparation Provider.

**Content Knowledge Diversity**

As defined in the InTASC Model Core Teaching Standards, the central concepts/tools of inquiry and structures of a discipline are

1. understanding and respecting individual differences (e.g., personality, interests, learning modalities, and life experiences); and
2. understanding group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background).

**Educator Preparation Provider**

The entity responsible for the preparation of educators, including a nonprofit or for-profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.

**Pedagogical Content Knowledge**

A core part of content knowledge for teaching that includes core activities of teaching, such as figuring out what students know; choosing and managing representations of ideas; appraising, selecting, and modifying textbooks; deciding among alternative courses of action; and analyzing the subject matter knowledge and insight entailed in these activities.

**Pedagogical Knowledge**

The broad principles and strategies of classroom instruction, management and organization that transcend subject matter knowledge.

**Pedagogical Skills**

An educator's abilities or expertise to impart the specialized knowledge/content of the subject area(s).

**Performance Assessment**

Product and behavior-based measurements designed to emulate real-life contexts or conditions in which specific knowledge or skills are applied.

**Professional Development**

Opportunities for educators to develop new knowledge and skills through professional learning activities and events, such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships and field and clinical experience in PK-11 schools.

**Program**

A planned sequence of academic courses and experiences leading to a degree or a recommendation for a state license or some other credential that entitles the holder to perform professional education services in schools. Educator Preparation Providers may offer a number of program options (e.g., elementary education, special education, secondary education in specific subject areas, etc.).

**Stakeholder**

Partners, organizations, businesses, community groups, agencies, schools, districts and/or educator preparation providers that have a vested interest in candidate preparation and education.

**Standards**

Normative statements about educator preparation providers and educator candidate practices, performances and outcomes that establish the basis for an accreditation review. Standards are written in broad terms with components that further explicate their meaning.

**Student**

A learner in a school setting or other structured learning environment. CAEP uses “student” to identify learners in PK-11 schools.

**Teacher Performance Assessment (TPA)**

An ongoing process for measuring the continuous improvement of teacher candidates’ performance. CAEP expects these assessments to be validated based on state and national professional standards and reliably scored by trained evaluators.

Updated August 1018

**APPENDIX D**  
**EDUCATOR PREPARATION PROGRAM DIRECTORY**  
**Joshua I. Smith Center for Education & Natural Sciences**

<b>College of Education Dean's Office</b>		<b>Office</b>	<b>376-</b>	<b>@centralstate.edu</b>
Dr. Zaki Sharif	Dean, College of Education	211-A	6007	Zsharif
Heather Scott	Assistant to the Dean	211-B	6225	Hscott

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Shirley Farrar	Director	217-A	6210	Sfarrar
Renita Tolbert	Program Manager	220-F	6227	Rtolbert
	Administrative Coordinator	220-E	6259	

<b>Department of Professional Education</b>				
Dr. Rajeev Swami	Chairperson/ Science Education	213-A	6643	Rswami
Dr. Lillian Drakeford	Director, Field & Clinical	213-G	6675	Ldrakeford
Sheryl Evans	Assessment Data Coordinator	213-B	6221	Sevans
Alma Brown	Administrative Secretary	213	6176	Abrown
<b>Faculty</b>				
Dr. Lap Nguyen	Early Childhood Education	213-E	6065	Lnguyen
Dr. Joshua Singer	Language Arts (Intervention Spc)	213-H	6315	Jsinger
Dr. Sandra Sumerfield	Reading Specialist	213-D	6331	Ssumerfield
Mr. Nathan Boles	Intervention Specialist Education	213-F	6041	Nboles
Dr. Kwabena Ofori-Attah	Social Studies Education	213-C	6175	Kofori-attah

<b>School of Agricultural Education and Food Science</b>				
Jonathon Henry	Director	221-A	6038	Jhenry
Katrina Swinehart-Held	Agricultural Education	220-A	6036	Kswinehart
	Program Coordinator	220-B	6035	
	Administrative Assistant	221	6037	

<b>College of Engineering, Science, Technology, and Agriculture</b>				
Dr. Anthony Arment	Biology Faculty		6062	Aarment
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<b>Department of Health and Human Performance (HHP) – WALKER GYMNASIUM</b>				
Rosie Turner	Chairperson	161	6297	Rturner
Jennifer Turpin Stanfield	HHP Faculty	152	6070	Jturpin-stanfield

<b>Art and Music Education – ROBESON HALL</b>				
Dr. Mervyn Joseph	Music Education	222	6614	Mjoseph
Jennifer Hathaway	Secretary	218	6403	Jhathaway

<b>College of Humanities, Arts, and Social Sciences – WESLEY HALL</b>				
Dr. Anne-Marie Wackowitz	English Language Arts Faculty	226	6202	Aschuler
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Boles, Nathan*	Nboles
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Gibson, Brian	Bgibson
Haynes-Coleman, Jamil	Jhaynes-coleman
Henry, Jonathon*	Jhenry
Hill, LaToya	Lhill
Jackson, Eugene	Ejackson
Lyons, Merlinda	Mlyons
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Martinez, Pedro*	Pmartinez
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Payne-Jones, Michelle	Mpaynejones
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Reynolds, Dorothy	Dreynolds
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Swami, Rajeev*	Rswami
Swami, Tonia	Tswami
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Walker, Yvette	Ywalker
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White, Christina	Cwhite
White, Headley	Hwhite
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