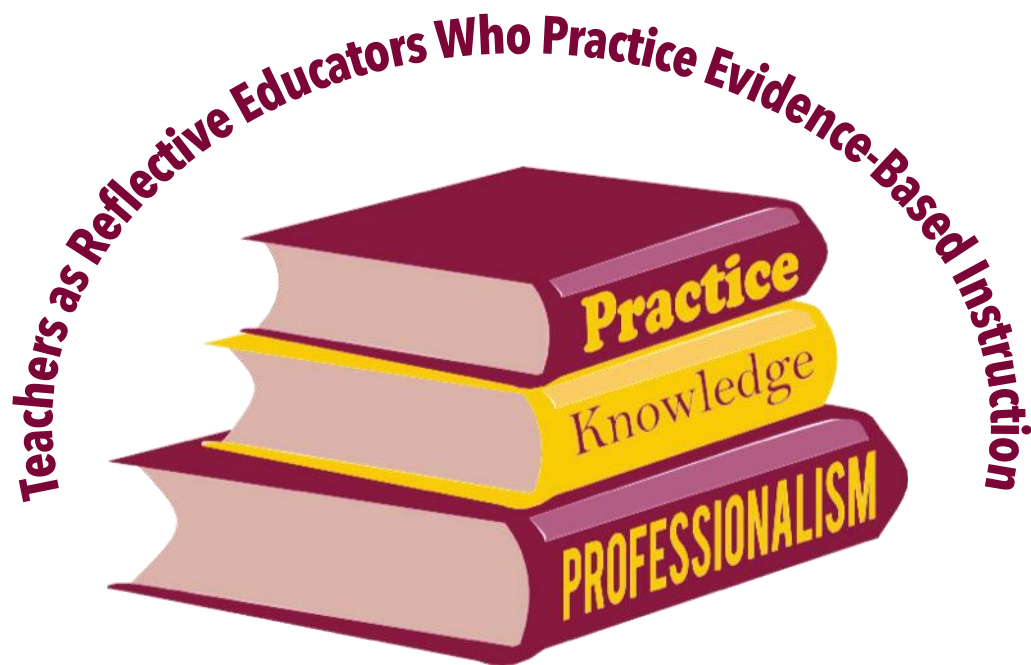




**CENTRAL  
STATE UNIVERSITY**

# **COLLEGE OF EDUCATION**

## **EDUCATOR PREPARATION PROVIDER METHODS HANDBOOK**



**2023-2024**

## CENTRAL STATE UNIVERSITY

*Innovation is in our DNA™*

Dear Candidate:

Welcome to Central State University College of Education (CoE)! Becoming a professional educator/teacher is a rewarding experience and a transformative journey.

This Methods Handbook is designed to guide you along that journey and will serve as an important reference as you progress through the coursework and field experiences. Please take the time to thoroughly familiarize yourself with the standards and requirements to which you will be held. Your success in the program will be determined by your ability to meet these standards. One important requirement is that you demonstrate a firm grasp of the subject matter you will teach. Another is the skill with which you make that knowledge accessible to your students. Still another is your understanding of how students learn and your commitment to teaching all students. 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 CoE faculty is committed to providing support as you strive toward becoming a licensed educator. Please know that teacher educators have carefully and thoughtfully crafted your methods experiences in the College of Education. During this semester, your University Supervisors, Cooperating Teacher(s), and even your peers are available to help you to continue your journey as a future teacher.

You are to read all documents presented to you and begin keeping a folder/file of these important documents. This Methods Handbook is one of the most important documents you'll receive. Please read it very carefully and keep it handy for frequent and quick future reference. While the Methods Handbook provides critical information, it's not all-inclusive. You must seek additional information from your academic advisor, the Teacher Education Advisement and Partnership Center (TEAP-C), the Office of Field and Clinical Experiences, the CoE dean and department chair, and University Supervisors/advisors/faculty as needed.

Welcome to the College of Education, and we look forward to working with you to achieve your goal of becoming a professional educator/teacher!

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## SECTION 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 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 later 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 founding legislation of 1887 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 remains 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 foster academic excellence within a nurturing living-learning environment and graduate a diverse student population prepared for leadership, research, and service in Ohio and beyond. This mission reflects the belief that teaching prepares a knowledgeable, diverse citizenry through appropriate use of technology in scholarship. The mission of the CoE is to prepare educators who continuously reflect on their effectiveness in serving as facilitators of learning for diverse student populations. The College of Education is actively committed to the preparation of educators who observe and interact with 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 EPP faculty is committed to the mission of preparing professional educators who become reflective practitioners by focusing on the following competencies:

- 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. 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 Disposition**

Candidates will demonstrate the following professional dispositions:

1. commitment to professional development, self-improvement, and professional responses 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 the ability to 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**

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 a number of social functions such as transmitting and refining skills, values, and beliefs of a culture, caring for people, preparing students for the world of work, and acting as agents for social change; and
- providing access to global concepts and ideas through technology.

### **TEACHERS**

The role of teachers is complex in that they are individually and collectively responsible for demonstrating 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 learning/professional development; and
- making decisions about technology, including its effects in the classroom, home, and community.

### **EDUCATOR PREPARATION**

The responsibilities of the Educator Preparation Provider include the following tasks:

- reflecting the beliefs of the teaching profession and that these beliefs should be 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 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), Council for Accreditation of Educator Preparation (CAEP), and the Ohio Assessments of Educators (OAE). Hence, the EPP has established various subject-specific certifications to assist candidates in focusing on the following competencies:

1. developing an understanding of subject matter areas and creating meaningful learning experiences with 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 that support institutional goals and objectives, and are designed to engage student interest in meaningful learning.

## **II.A. REQUIREMENTS & POLICIES FOR METHODS**

Candidates who wish to enroll in methods courses must first be admitted to the Educator Preparation Program in the College of Education. Based upon course requirements, candidates are carefully placed with Cooperating Teachers in partnering schools to fulfill their required clinical hours. Candidates complete these hours under the direct supervision of the Cooperating Teacher and University Supervisor. The purpose of methods placement is to provide the candidates with a supportive environment to develop, demonstrate, and evaluate pedagogical skills and professional dispositions.

## **II.B. GOALS OF METHODS PLACEMENT**

Although no methods field placement is the same for any two candidates, the major goals of this phase of the Educator Preparation Program are to develop competent and effective teachers who demonstrate the following traits:

1. professional attitude toward teaching as a career;
2. insight into aspects of human growth and development;
3. ability to assess themselves in terms of personal needs, professional knowledge, and academic background that is needed in teaching; and
4. developmental competence in teaching effectiveness.

## **II. C. PREPARATION FOR THE METHODS EXPERIENCE**

### Methods Placement Requirements

- Acceptance into the College of Education
- Beginning fall 2020 cumulative GPA 3.00 with passing grades of “C” or better in content and education courses
- Valid, clear, and current BCII/FBI background checks or Background Check Verification form
- Candidates for the methods experience may not self-register for methods courses. They should attend one methods webinar prior to being registered for the methods courses. Eligible candidates will be registered for methods courses by their academic advisor.

## **II. D. METHODS EXPERIENCE**

At this stage of the Educator Preparation Program, candidates receive intensive classroom instruction and guidance. Candidates are placed in the field for a specific number of hours required by each candidate’s respective program. Under the guidance of cooperating teachers and University faculty, methods candidates develop instructional plans, teach individual lessons and units to small and large groups, utilize pre/post assessments, collect data on student learning, and prepare the written analysis of data and written reflection. During these experiences, candidates are provided with opportunities to further develop content, professional, and pedagogical knowledge, skills, and dispositions. They are given opportunities to teach specific content area lessons in elementary and secondary classrooms, as appropriate for their major course of study and demonstrate their ability to bridge theory and practice as they facilitate instruction in small and large groups of diverse learners. Candidates apply their knowledge of the relationship between contextual factors and classroom dynamics by developing learning goals, assessments, and instructional plans for addressing the learning needs of students.

In addition, methods candidates demonstrate their ability to develop and utilize formative and summative assessment strategies to monitor, evaluate, and reflect on both their teaching and student learning. They analyze the relationship between their instruction and student learning in order to improve teaching practice, demonstrate pedagogically sound decisions and making adjustments informed by the analyses of student learning data collected through formative and summative methods. Candidates also communicate information about student learning progress and achievement to students, faculty, and students' families.

Candidates are also expected to function as reflective practitioners as reflection is a key vehicle for learning. Reflection makes learning meaningful and enables its internalization. More information about the methods experience is available in Appendix **A.1**.

Candidates are required to successfully complete mandatory field hours as determined by their programs. See Appendix **A.1**.

## **II. E. SCHOOL PLACEMENTS**

The EPP partners with school districts to identify 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 the methods field and clinical experience:

- 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. Submit an online request form if an MOU is needed. [Memorandum of Understanding \(MOU\) Request Form](#) \*The MOU approval process can take at least two months. For this reason, the MOU should be approved before the semester begins.
- Candidates must be placed with state accredited public, private, or chartered school districts based upon the candidates' licensure area. The Office of Field and Clinical Experiences facilitates the approval of the MOU, if necessary. It is the responsibility of the school district to assign placement and cooperating teachers. All placements must be approved by the Office of Field and Clinical Experiences.
- Candidates admitted to the College of Education after March 1, 2022, must complete at least 25 of the 100 required methods hours in a different school building; MCE majors must complete 120 hours— 60 hours in one building and 60 hours in a different building; AYA majors may complete 60 hours in one building.
- Candidates are responsible for their own transportation to and from the methods placement site.

## **II.F SELECTION OF COOPERATING TEACHERS**

Cooperating teachers are recommended by the school district and subject to the approval of the Office of Field and Clinical Experiences. They are selected based on mutual agreement between the teacher and a representative of the cooperating school district and must complete the Cooperating Teacher Profile Sheet. Cooperating teachers must hold a valid and current teaching license in the licensure area of the methods candidate's major and have a minimum of three (3) years of successful teaching experience.

## **II.G APPROVAL OF METHODS PLACEMENT**

**Students must complete a form for each cooperating teacher. Once we receive your completed form we will send an email to your potential cooperating teacher(s) with a link to a profile form to gather information on whether they are a good fit for your field experience. You will be notified when your placement is approved. Your placement should be approved by the Drop/Add date of the semester for which you are registered. If placement is not approved by the Drop/Add date, students may continue in the course at their own risk.** Course assignments must be completed by the stated due date. Field hours must be completed prior to the last two weeks of the semester.

## **EVALUATION POINTS**

In-class performances of methods candidates are evaluated by the University supervisor and the cooperating teacher. During the methods experience, the University supervisor and cooperating teacher should evaluate the candidate's performance at least twice. One formal observation is to be conducted by the Cooperating teacher(s) and the University supervisor followed by a three-way conference between the candidate, Cooperating teachers and University supervisor during the methods experience. The purpose of the conference is to assess and guide the candidate. Observations and conferences may be in-person or virtual.

## **II.H STAKEHOLDER RESPONSIBILITIES**

The methods field experience allows candidates to become familiar with and participate in a variety of instructional activities. The comprehensive field experience enables candidates to practically apply knowledge, learning principles, teaching techniques, and instructional materials in a supportive classroom environment with monitoring and specific feedback from school-based personnel and University supervisors.

Candidates are encouraged to develop their own unique teaching personalities, hopefully with a minimum of restrictions. In addition to assignments required by the University methods course, candidates may fulfill a wide range of responsibilities. For example, candidates may be asked to provide assistance in any of the following ways:

### **Student assistance**

- assisting students with library activities and research
- assisting with laboratory experiments or demonstrations
- reading to students
- working with small groups as directed by the teacher
- assisting with monitoring student progress

### **Teacher assistance**

- proctoring tests
- designing and making bulletin boards
- assisting with learning activities
- teaching or tutoring small groups, with the teacher's direction
- tutoring small groups or individual students as directed

- supervising a free-reading period
- setting up a learning station
- teaching a specific concept or skill
- developing and preparing course-related materials and activities (e.g., lesson plans, learning centers, etc.)
- assisting with grading and evaluating student work
- preparing and presenting a multi-media presentation
- assisting with extracurricular activities, such as field trips, sporting events, various competitive events, etc.

#### **Managerial and recordkeeping assistance**

- averaging grades
- assisting with the management of required online student management procedures
- maintaining attendance data
- assisting with grading of homework, class work, or tests

#### **Candidates may not be asked to do the following:**

- supervise the playground without a licensed teacher present;
- drive their vehicle to transport students for any reason;
- administer prescribed medications or perform medical procedures; and/or
- touch students inappropriately

### **RESPONSIBILITIES OF THE COOPERATING TEACHER**

The Cooperating teacher is the coordinating link between the cooperating school, Central State University, and the student candidate. The responsibilities of the Cooperating teacher include the following tasks:

- participating in a brief methods orientation;
- helping the candidate understand the teaching profession;
- introducing the candidate to students and to grade level school faculty and staff;
- whenever appropriate, share classroom responsibilities;
- explaining policies and regulations, philosophy, priorities, and assessment criteria with the candidate;
- involving the candidate in specific classroom tasks such as taking attendance, helping students in small group activities, and co-teaching a mini-lesson;
- demonstrating effective teaching techniques, the scaffolding of instruction, and differentiation of instruction;
- planning, with the candidate, a schedule for teaching responsibilities of the classroom for required lessons/unit for methods observation;
- assisting the candidate in performing routine duties and record keeping;
- observing a lesson and providing constructive feedback, in-person or virtually, to the candidate in a three-way conference between the University supervisor, cooperating teacher(s), and the candidate;
- keeping a record of attendance and tardiness of the candidate. If more than three absences or more than three instances of tardiness are observed, the infractions should be reported to the University Supervisor;
- completing the Candidate Disposition Inventory and informing the candidate as well as the University supervisor of all concerns related to the candidate's professional dispositions and classroom performance;
- completing the University supervisor evaluation;
- completing the University program evaluation;

- providing necessary feedback for program improvement to the Office of Field and Clinical Experiences; and
- preparing and submitting all assessments on the University Data System (D2L) according to the recommended schedule.

### **RESPONSIBILITIES OF THE PRINCIPAL**

The responsibilities of the building principal include the following tasks:

- welcoming candidates to the building and introducing them to Cooperating teachers and other administrators and staff;
- providing candidates with the use of facilities, resources, teaching materials, supplies, and equipment customarily available to other teachers;
- assisting in ensuring that the Cooperating teacher understands their responsibilities;
- assisting the candidate, Cooperating teachers and the University supervisor in resolving special problems that may occur in the methods experience;
- assisting Cooperating teachers and University supervisors in the development of a high-quality methods experience in the building and the community;
- contacting the Office of Field and Clinical Experiences with immediate concerns; and
- providing feedback for program improvement to the director of Field and Clinical Experiences.

### **RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

The responsibilities of the University Supervisor include the following tasks:

- participating in developing/revising methods guidelines, and reviewing/revising key assessments and rubrics for field work;
- participating in methods orientation;
- serving as a liaison between the school and the University;
- cooperating with school personnel in a manner that will enhance the partnership between the school system and the University;
- serving as a resource and support person for the cooperating teachers and the candidate;
- helping the candidate develop as a teacher and understand the demands of the teaching profession;
- supporting the candidate in the development of lesson plans, three-day sequenced unit plans, and formative assessment;
- observing the candidate, in-person or virtually;
- scheduling a three-way post-observation conference (in-person or virtually) with the candidate and cooperating teachers in evaluating candidate's progress and give them a copy of the evaluation;
- informing the Office of Field and Clinical Experiences of concerns associated candidate's successful completion of the methods experience;
- supporting the candidates in all aspects of successful completion of the Teacher Work Sample (TWS);
- providing feedback to the Office of Field and Clinical Experience for the enhancement and continual growth and quality of the Educator Preparation Program (EPP); and
- submitting two disposition evaluations, scoring two observations, two lesson plans, and the Teacher Work Sample assessment data in the University data system in accordance with the recommended schedule.

## II. I. EVALUATION OF CANDIDATE PERFORMANCE

During field and methods placements, the candidates' performance and progress will be frequently assessed in a variety of ways. The University supervisor and cooperating teacher will observe the candidates in action; complete a disposition survey; review lesson plans; and assess quality and execution of the Teacher Work Sample (TWS). Candidates will also be given the opportunity to self-assess and evaluate the methods experience.

## II. J. STUDENT DISPOSITIONS

Effective fall 2018, the Educator Preparation Program developed a dispositions process for which all College of Education licensure candidates are held accountable during their studies at Central State University. If candidates do not meet these standards, the following process must be completed in the order listed:

1. The appropriate program adviser must be notified by the instructor of a dispositional issue. The instructor does this by filling out the Disposition Feedback Form.
2. The appropriate program adviser must meet or offer to meet with the candidate. In that meeting, the candidate's present performance must be reviewed and discussed.
3. A corrective action plan to address the identified problem(s) will be generated. The corrective plan should identify the problem(s) or concern(s), and contain suggestions to remedy the situation.
4. Immediate and sustained improvement in the candidate's performance is expected and must be demonstrated. If progress is not evidenced within a specified time limit, further action by the program area must be taken. This may include failure of the class and/or removal from the program. If removed from the program, the student must be given notice and have an opportunity to be heard by appropriate division personnel.
5. When a candidate completes the disposition process and believes that they have been judged unfairly (e.g., received an inappropriate grade), the candidate may file an academic grievance with the chair of the department through academic grievance procedures.
6. If a student seeks to file an academic grievance, the case will be reviewed by the Academic Appeals Committee. The decision of the Academic Appeals Committee will be considered final.

**Note: The department chair must be notified of any student action plan, and a copy of the corrective plan must be kept on file in the chair's office. These procedures have been reviewed by the University counsel and are consistent with the University policy regarding due process. For Disposition documents, review Appendix A.11.**

## II. K. REMOVAL DUE PROCESS PROCEDURES

- I. Candidates removed from methods placement for failure to demonstrate the appropriate dispositions or fulfill responsibilities outlined in the handbook:
  - a. **will not** be reassigned within the same semester;
  - b. must withdraw from methods course(s);
  - c. must meet with the appropriate program coordinator for a remediation plan, which may include additional coursework; and
  - d. may file an academic grievance with the chair of the department, if they feel that they have been unfairly handled in the process.

- II. Candidates removed from methods placement for an offense that puts at risk the emotional, mental, psychological or physical well-being of a child in their care:
- will not** be reassigned;
  - must withdraw from methods course (s);
  - will be in danger of being completely removed from the teacher preparation program; and
  - may file an academic grievance with the chair of the department, if they feel that they have been unfairly handled in the process.
- III. Candidates removed from methods placement for the second time:
- will not** be reassigned;
  - must withdraw from methods course(s);
  - will be in danger of being completely removed from the teacher preparation program; and
  - may file an academic grievance with the chair of the department, if they feel that they have been unfairly handled in the process.

#### APPEAL PROCESS

Teacher/Principal Initiated Removal	University Initiated Removal
A meeting will be held at the host school within a week of removal request. The candidate, the director of Field and Clinical Experiences, the University supervisor, a member of the host school's administration, and the clinical faculty may be present at the meeting.	An intervention meeting will be held within the first week of documented observation from the University Supervisor. The candidate, the director of Field and Clinical Experiences, the University supervisor, the program adviser, a member of the host school's administration, and the clinical faculty may be present at the meeting.
A remediation plan will be completed within two weeks of the removal meeting. The program adviser and the candidate will be responsible for submitting the remediation plan to the director of Field and Clinical Experiences.	As stated in the handbook, proof of improvement must be submitted within two weeks of the intervention meeting.
The candidate may appeal the decision within a month of the removal meeting. The appeal should be submitted to the chair of the Department of Professional Education. <b>Please note that the student will not be able to appeal the host school's decision, as they are not a member of the University community and thus not subject to adhere to University decisions.</b>	If a candidate is proven to have improved based on the intervention meeting, the candidate will be informed via email, phone, or letter that they will remain in methods placement. If a candidate has not improved, the removal process will be initiated, and a removal meeting will be scheduled within a week of the determination. The candidate, the director of Field and Clinical Experiences, the University supervisor, the program adviser, a member of the host school's administration, and the clinical faculty may be present at the meeting.
The chair of the Department of Professional Education will forward the appeal to the Academic Appeals Committee within a week of its submission.	A remediation plan will be completed within two weeks of the removal meeting. The program coordinator and the candidate will be responsible for submitting the remediation plan to the director of Field and Clinical Experiences.
The Academic Appeals Committee will contact the department and the candidate concerning the handling of the case. <b>Please note that the Academic Appeals Committee is an entity outside of the College of Education, thus the College of Education cannot dictate the time or process for handling appeals from this point on.</b>	The candidate may appeal the decision within a month of the removal meeting. The appeal should be submitted to the chair of the Department of Professional Education.

	The chair of the Department of Professional Education will forward the appeal to the Academic Appeals Committee within a week of its submission.
	The Academic Appeals Committee will contact the department and the student concerning the handling of the case. <b>Please note that the Academic Appeals Committee is an entity outside of the College of Education, thus the College of Education cannot dictate the time or process for handling appeals from this point on.</b>

**II.L. CENTRAL STATE UNIVERSITY’S HONOR CODE FOR PROFESSIONAL BEHAVIOR**

Candidates are expected to fulfill the following expectations:

- keep the contractual schedules/hours of the Cooperating teacher and be on time;
- demonstrate consistent and regular attendance;
- complete and submits plan to the Cooperating teacher for approval prior to teaching the respective lesson;
- call the Cooperating teacher and University supervisor prior to an absence;
- assume all of the contractual responsibilities and expectations that the school district has of its teachers;
- submit requested classroom management materials, instructional activities and materials, detailed lesson plans, and other documents as requested by the cooperating teacher according to pre-determined dates;
- spend the time necessary outside of school to prepare for their teaching responsibilities;
- behave professionally and ethically;
- dress professionally according to the dress code of the schools to which they are assigned;
- gain permission from cooperating teachers for all activities they plan to carry out;
- be observed in their assigned classrooms by school and University supervisors, to participate in conferences where they will receive feedback, and to participate in the performance evaluation process with their supervisors;
- follow directions given in writing and orally from their Cooperating teachers and the University supervisor and to ask questions for clarification and/or for any help they may need with placement assignments;
- interact with all students in a professional and objective manner; and
- have only appropriate and professional physical contact with students. Candidates are not allowed to use excessive physical means to control student behavior. Candidates are expected to immediately request assistance from school district personnel and address the safety of other students.

## APPENDIX A.1

### METHODS COURSES WITH FIELD EXPERIENCE

EPP candidates taking methods courses complete field experiences in the following courses:

**EDU 3300. Primary Education (PK-5) Language Arts Methods** **25 hours**

- Students observe classroom environment and learning processes working with students in pre-kindergarten through fifth grade; address various teaching and assessment strategies; and model language arts concepts and skills necessary for students to both understand and apply language arts concepts and skills in various contexts.
- Students develop and teach a series of lessons that address common core/district/state/national standards for language arts; focus on student diversity; use technology in instruction; effectively use a variety of assessment strategies for evaluating students' learning in language arts; manage the classroom; and differentiate their instruction to meet individual student learning needs.
- Students develop lesson plans, assessment plans, and a Teacher Work Sample (TWS), which includes reflection on teaching using student performance data.

**EDU 3335. Primary Education (PK-5) Mathematics Methods** **25 hours**

- Students observe classroom environment and learning processes by working with students in pre-kindergarten through fifth grade to gain a better command of their abilities to plan and implement various teaching and assessment strategies, and solve problems using manipulatives and available technological and other resources which help students to learn mathematic concepts.
- Students develop and teach a series of lessons that address common core/district/state/national standards for mathematics; focus on student diversity; use technology in instruction; effectively use a variety of assessment strategies for evaluating student learning in mathematics; manage the classroom; and differentiate their instruction to meet individual student learning needs.
- Students develop lesson plans, assessment plans, and a Teacher Work Sample (TWS), which includes reflection on teaching using student performance data.

**EDU 3337. Primary Education (PK-5) Social Studies Methods** **25 hours**

- Students observe classroom environment and learning processes by working with students in pre-kindergarten through fifth grade to gain a better command of their abilities to plan and implement various teaching and assessment strategies, and use available technological and other resources which provide social studies concepts and skills necessary for students to both comprehend and use in social studies classrooms.
- Students develop and teach a series of lessons that address district/state/national standards for social studies; focus on student diversity; use technology in instruction; effectively use a variety of assessment strategies for evaluating student learning; manage the classroom; and differentiate their instruction to meet individual student learning needs.
- Students develop lesson plans, assessment plans, and a Teacher Work Sample (TWS), which includes reflection on teaching using student performance data.

**ECE 3572. (soon to be EDU 3336.) Primary Education (PK-5) Science Methods 25 hours**

- Students observe classroom environment and learning processes by working with students in pre-kindergarten through third/fifth grade to gain a better command of their abilities to plan and implement various teaching strategies, including problem-solving and inquiry science; use assessment strategies for lecture assignments and hands-on activity; develop hands-on science (lab) safety plans; and use available technological and other resources which provide scientific concepts and skills necessary for students to both comprehend and appreciate science.
- Students develop and teach a series of lessons that address district/state/national standards for specific areas of science; focus on inquiry science which includes five e-learning/safety; focus on student diversity; use technology in instruction; effectively use a variety of assessment strategies for evaluating student learning in science; manage the classroom; and differentiate their instruction to meet individual student learning needs.
- Students develop lesson plans, assessment plans, and a Teacher Work Sample (TWS), which includes reflection on teaching using student performance data.

**MUS 3482. Music Methods & Materials for Music Ed Majors: Elementary Grades 50 hours**

- Students observe teacher-directed classroom interaction and experiences with various instruments; multicultural-content; music classroom management; and interpersonal skills.
- Students develop and teach a series of lessons that address district/state/national standards for music education; focus on student diversity; use technology in instruction; effectively use a variety of assessment strategies for evaluating student learning; manage the classroom; and differentiate their instruction to meet individual student learning needs.
- Students develop lesson plans, assessment plans, a Teacher Work Sample (TWS), which includes reflection on teaching using student performance data.

**MUS 4482. Music Methods & Materials for Music Ed Majors: Secondary Grades 50 hours**

- Students observe teacher-directed classroom interaction and experiences with various instruments; multicultural-content; music classroom management; and interpersonal skills.
- Students develop and teach a series of lessons that address district/state/national standards for music education; focus on student diversity; use technology in instruction; effectively use a variety of assessment strategies for evaluating student learning; manage the classroom; and differentiate their instruction to meet individual student learning needs.
- Students develop lesson plans, assessment plans, a Teacher Work Sample (TWS), which includes reflection on teaching using student performance data.

**EDU 3361. Middle Childhood/Adolescence to Young Adult Language Arts Methods 60 hours**

- Students observe classroom environment and learning processes by working with middle child and adolescent youth that address various teaching and assessment strategies, and model language arts concepts and skills necessary for students to both understand and apply in various contexts.
- Students develop and teach a series of lessons that address district/state/national standards for language arts; focus on student diversity; use technology in instruction; effectively use a variety of assessment strategies for evaluating students learning in language arts; manage the classroom; and differentiate their instruction to meet individual student learning needs.

- Students develop lesson plans, assessment plans, and a Teacher Work Sample (TWS), which includes reflection on teaching using student performance data.

**EDU 3362. Middle Childhood/Adolescence to Young Adult Mathematics Methods 60 hours**

- Students observe classroom environment and learning processes by working with middle child and adolescent youth to gain a better command of their abilities to plan and implement various teaching and assessment strategies; solve problems using manipulatives and available technological and other resources which provide mathematics concepts and skills necessary for students to both comprehend and use in different mathematics courses, such as algebra, calculus, geometry, and statistics.
- Students develop and teach a series of lessons that address common core/district/state/national standards for mathematics; focus on student diversity; use technology in instruction; effectively use a variety of assessment strategies for evaluating students learning in mathematics; manage the classroom; and differentiate their instruction to meet individual student learning needs.
- Students develop lesson plans, assessment plans, and a Teacher Work Sample (TWS), which includes reflection on teaching using student performance data.

**EDU 3371. Middle Childhood/Adolescence to Young Adult Social Studies Methods 60 hours**

- Students observe classroom environment and learning processes by working with middle child and adolescent youth to gain a better command of their abilities to plan and implement various teaching and assessment strategies, and use available technological and other resources which provide social studies concepts and skills necessary for students to both comprehend and use in social studies classrooms.
- Students develop and teach a series of lessons that address district/state/national standards for social studies; focus on student diversity; use technology in instruction; effectively use a variety of assessment strategies for evaluating student learning; manage the classroom; and differentiate their instruction to meet individual student learning needs.
- Students develop lesson plans, assessment plans, and a Teacher Work Sample (TWS), which includes reflection on teaching using student performance data.

**EDU 3372. Middle Childhood/Adolescence to Young Adult Science Methods 60 hours**

- Students observe classroom environment and learning processes by working with middle child and adolescent youth to gain a better command of their abilities to plan and implement various teaching strategies, including problem-solving and inquiry science; use assessment strategies for lecture assignments and laboratory activity; observe long and short-term research in a science classroom; develop laboratory safety plan; and use available technological and other resources which provide science concepts and skills necessary for students to both comprehend and use in different science areas, such as biology, chemistry, physical science, earth, and space science .
- Students develop and teach a series of lessons that address common core/ district/ state/ national standards for specific area of science; focusing on inquiry science include five e-learning/safety; focusing on student diversity; use of technology in instruction; effectively use a variety of assessment strategies for evaluating students learning in science; manage the classroom; and differentiate their instruction to meet individual student learning needs.
- Students develop lesson plans, assessment plans, and a Teacher Work Sample (TWS), which includes reflection on teaching using student performance data.

**APPENDIX A.2.**

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

**CHECKLIST FOR CANDIDATE’S METHODS 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 extras? Have I provided the evaluator with copies of my materials?
- \_\_\_\_\_ 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, worked the worksheet?
- \_\_\_\_\_ 6. Have I made the modifications for special needs students?
- \_\_\_\_\_ 7. Have I rehearsed mentally each part of the lesson?
- \_\_\_\_\_ 8. Have I anticipated the time so that my pacing will be appropriate for 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.3

#### KEY ASSESSMENT: LESSON PLAN TEMPLATE

“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 objectives? 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 you need to set up the lesson?*

**Internet Resources:** *If internet resources are used by students or instructor provide a list of the utilized websites.*

**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?*

**Integration of Technology by PK-12 Students:** *Include activities/assignments using available technology by PK-12 students. Explain how students will monitor their progress using technology*

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

**Technology Extension:** *List any plans to incorporate technology into Homework or Home Connection.*

**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.4

### KEY ASSESSMENT: LESSON PLAN RUBRIC

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

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

<b>3</b>	<b>Exceeds Expectations:</b> 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.
<b>2</b>	<b>Meets Expectations:</b> Consistently meets expectations for a beginning teacher. The 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.
<b>1</b>	<b>Emerging:</b> Usually meets expectations for a beginning teacher. The 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.
<b>0</b>	<b>Does not meet Expectations:</b> Does not demonstrate minimum expectations for a beginning teacher. The candidate has not satisfactorily demonstrated expected knowledge and skills with impact on student learning. Significant improvement needed.

**Checklist: All 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

**Checklist: Instructional**

Ohio and/or national and/or Common Core 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, and 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 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 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 → ↓	Exceeds Expectations 3	Meets Expectations 2	Emerging 1	Does not meet Expectations 0
<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 use of mainly knowledge-based objectives.	Knowledge objectives represent one-fourth or fewer of stated objectives <b>OR</b> a rationale defends use of mainly knowledge-based objectives.	All objectives are factual knowledge objectives with no rationale.
<b>Assessment Criteria</b>	Measurable –Assessment criteria are described in quantifiable terms. Comprehensive – Covers all essential content and skills. Does not assess irrelevant content and skills. Criteria Level- Specifies level of successful attainment of learning objectives.	Assessment standards include three of the four criteria listed in the column to the left: <i>(Measurable, relevant criteria in quantifiable terms specifying level of successful attainment.</i>	Assessment standards include two of the four criteria listed in the column to the left: <i>(Measurable, relevant criteria in quantifiable terms specifying level of successful attainment.</i>	Assessment standards include one of the four 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 are 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 one or two 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 &amp; 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 or conducting independent investigations.	Lesson design includes some procedures for engaging students in active inquiry, but most procedures rely on passive, rote, recall strategies for the learner.	Lesson does <b>not</b> include procedures for engaging student in active inquiry.
<b>Technology</b>	Technology is integrated throughout instruction and makes a meaningful contribution to learning (i.e., it had 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 had 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 w/o regard to learning outcomes (i.e., an add-on just to fulfill 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 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 <i>and</i> encourages independent exploration of student ideas to enhance critical thinking.	The teacher deliberately incorporates into the lesson critical thinking techniques <i>or</i> encourages independent exploration of student ideas to enhance critical thinking.	Encourages critical thinking when situations occur naturally in the classroom. 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>	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, 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 means 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.5

### KEY ASSESSMENT: TEACHER WORK SAMPLE METHODS COURSES

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

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

The Teacher Work Sample (TWS) is a process that enables candidates to demonstrate their ability to plan, implement, and evaluate a standards-based unit of instruction for a specific class of students and to facilitate learning for all students. The purpose of the TWS is to assess each pre-service candidate’s ability to provide:

1. *Contextual information and learning environment adaptations: candidates will discuss relevant factors and how they may affect the teaching-learning process, and include any supports and challenges that affect instruction and student learning. (Key Assessment)*
2. Instructional sequence, goals, and objectives: candidates will provide learning goals and objectives and justify their instructional sequence.
3. *Assessment plan/analysis of learning results: candidates will discuss their plan for formative assessment during the instructional event, and describe the types of questions planned to use to check for understanding and student learning (Key Assessment)*
4. Reflection on teaching and learning: candidates will reflect on their performance as teachers and link their performance to student learning results.

Candidates are required to teach a 2-3 day instructional sequence. The University Supervisor, e.g., methods course instructor and Cooperating Teacher will conduct one formal observation of a lesson within the TWS. Following the formal observation, the course instructor, Cooperating Teacher, and candidate will discuss and evaluate the candidate’s performance.

#### Teacher Work Sample Methodology/Guidelines

##### **1. Contextual Information and Learning Environment Adaptations - Key Assessment (2 pages)**

Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

- A. What were some important characteristics of your students and your classroom, e.g., number of students in school and in the classroom, student academic performance/ability, developmental characteristics, geographic location, community and school population, ESL students, and students with special needs?
- B. Identify any features of your classroom that may have an impact on student learning. Describe classroom arrangement or include a classroom map (diagram) with a legend. Describe policies for classroom management, such as daily schedules, rules and routines, conflict resolution, and grouping patterns. Include other information you believe is pertinent to your understanding of the students and the teaching setting.
- C. Describe student diversity characteristics. What are the socio-economic, cultural, and individual characteristics of your students? Identify the way in which these characteristics influence your choices about content, instructional, and assessment strategies.

## **2. Instructional Sequence Goals and Objectives (Lesson Plans)**

Provide and justify the learning goals and objectives for your instructional sequence. What do you want students to accomplish from your instruction?

- A. Follow appropriate lesson planning format, including standards, goals, objectives, strategies, procedures, and assessment. Be consistent in your lesson plan format. Instructional plans should meet the following criteria:
  - Plans are to be detailed and clearly aligned with standards, goals/objectives, and assessments.
  - Include all key components of a lesson plan.
  - Explain the sequence of the lesson.
  - The lesson must include learner-centered instruction. Describe what activities you will use.
  - Describe what types of formative assessments you will use during instruction. How will you check for understanding?
- B. Lesson objectives should be clearly stated, developmentally appropriate, aligned with OAC standards/district curriculum, and described in terms of student performance. Discuss with the classroom teacher the most important standards for students at this particular grade level and in this particular class.

## **3. Assessment Plan/Analysis of Learning Results - Key Assessment (1 page)**

Discuss your plan for formative assessment that will help you determine student progress made during the instructional event. Describe the types of questions you plan to use to check for understanding and how you plan to assess student learning. Be sure your assessment includes the following components:

- Clearly explain how you will evaluate or score pre- and post-assessments, including criteria, used to determine student performance;
- Include copies of assessments, prompts, student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklists, rating scales, answer keys); and
- Provide assessment instructions that are understood by all students.

## **4. Reflection on Teaching and Learning (2-3 pages)**

Reflect on your performance as a teacher and **link** your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

- What went well?
- What did your students learn?
- What would you do differently?
- Include your thoughts about classroom management, your evolving philosophy, personal and professional goals, or other reflections.

## **5. Attach a copy of your lesson plan(s).**

**APPENDIX A.6**  
**RUBRIC - KEY ASSESSMENT: TEACHER WORK SAMPLE**  
**CONTEXTUAL INFORMATION AND ASSESSMENT**

- 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 candidate consistently applies expected knowledge and skills with an 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 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 candidate has not satisfactorily demonstrated expected knowledge and skills with impact on student learning. Significant improvement needed.

Rating → Indicator ↓	Exceeds Expectations 3	Meets Expectations 2	Emerging 1	Does not meet Expectations 0	Indicator Score
<b>Context (Student)</b>  CAEP 1 InTASC 2 OSTP 1	ALL of the indicators from <b>Meets Expectations</b> are met PLUS two or more of the following additional indicators are met:  1) Candidate explicitly links the students' demographics and/or lived experiences to their approach to instruction.  2) Candidate explicitly links the students' demographics and/or lived experiences to how they will differentiate instruction. 3) Candidate explicitly links the students' demographics and/or lived experiences to their plan for culturally relevant pedagogical practices.	ALL of the following indicators are met:  1) The candidate developed their own context of the students they are teaching. 2) The candidate includes the number of students in the class. 3) The candidate includes the ethnic, cultural and gender make-up of the class. 4) The candidate includes the socio-economic status of the students in the class. 5) Candidate includes information about students with IEPs and/or 504s, and other information regarding developmental characteristics. 6) Candidate includes information about students who are English Language Learners.	1) The candidate developed their own context of the students they are teaching.  Additional two to four indicators from <b>Meets Expectations</b> are met.	1.) The candidate did not develop their own context of the students they are teaching.  <b>OR</b> Four or more indicators from <b>Meets Expectation</b> are <b>NOT</b> met.	

<b>Context (Environment)</b>	ALL of the indicators from <b>Meets Expectations</b> are met PLUS two or more of the following additional indicators are met:	ALL of the following indicators are met:  1) The candidate developed their own context of the environment they are teaching in.	1) The candidate developed their own context of the environment they are teaching in.	1) The candidate did not develop their own context of the environment they are teaching in.	
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<p>CAEP 1 InTASC 3 OSTP 2</p>	<p>1) Candidate explicitly notes how the school and classroom environment affects teaching and learning. 2) Candidate explicitly describes how the students' background knowledge affects their instructional choices.</p>	<p>2) The candidate describes the community and district in which the school is situated. 3) The candidate describes the school itself, including physical environment, schedule, and curricular guidelines. 4) The candidate describes the classroom, including physical environment, schedule, class rules and procedures. 5) The candidate describes student background knowledge that has been explicitly taught at part of this academic year's curriculum.</p>	<p>Additional two to four indicators from <b>Meets Expectations</b> are met.</p>	<p><b>OR</b> Four or more indicators from <b>Meets Expectation</b> are <b>NOT</b> met.</p>	
<p><b>Assessment Plan</b>  CAEP 1 InTASC 6 OSTP 3</p>	<p>ALL of the indicators from <b>Meets Expectations</b> are met PLUS two or more of the following additional indicators are met:  1) Assessment Plan component demonstrates skills and understanding beyond that which is typical of pre-professional educators. 2) Pre/post assessment measures are designed in such a way that any change in students' scores seen on the post-assessment can be reasonably attributed to student learning and not to memory of the pre-assessment. 3) Pre/post assessment measures make use of assessment items such as extended responses, essays, and performance tasks.</p>	<p>ALL of the following indicators are met:  1) The candidate developed their own pre/post assessment measures. 2) Both the pre-assessment and post-assessment measure the same learning outcomes at the same level of difficulty using similar assessment items and/or methods, and produce scores that can be compared to one another to show growth. 3) The Assessment Plan indicates that ongoing assessment of student learning was planned before instruction began using a variety of formal and informal methods. 4) The Assessment Plan indicates that assessments of student learning have been adapted to accommodate for the unique educational needs of individual learners in the class(es). 5) The Assessment Plan links assessment of student learning to the Learning Goals.</p>	<p>1) The candidate developed their own pre/post assessment measures.  Additional two to four indicators from <b>Meets Expectations</b> are met.</p>	<p>1) The candidate did not develop their own pre/post assessment measures.  Additional four or more indicators from <b>Meet Expectations</b> are <b>NOT</b> met.</p>	

	4) Assessment Plan contains rubrics designed by the candidate that describe indicators of student performance at different levels of mastery.				
<b>Analysis of Student Learning</b>  CAEP 1 InTASC 6 OSTP 3,4	ALL of the indicators from <b>Meets Expectations</b> are met PLUS two or more of the following additional indicators are met:  1) Analysis of Student Learning component demonstrates skills and understanding beyond that which is typical of pre-professional educators. 2) Pre and post assessment data for diverse individuals and subgroups are graphed and analyzed to identify the types of students with whom the candidate had the greatest impact on learning and the types of students with whom the candidate had the least impact on learning. 3) Pre and post assessment data are graphed and analyzed to identify the learning goal on which students showed the most growth and the learning goal on which students showed the least growth. 4) Analysis of Student Learning component reports and reflects on the pre and post assessment	ALL of the following indicators are met:  1) The pre/post assessment measures used with the unit are attached to the TWS. 2) The Analysis of Student Learning component includes a chart showing a. Pre-Post Assessment Scores for All Students.” b. “Pre-Post Assessment Averages for All Students” 3) The Analysis of Student Learning component includes a written summary and explanation for all pre and post assessment data. 4) Analysis of student learning is explicitly related to the Learning Goals. 5) The Analysis of Student Learning component describes how the educational needs of students who did not demonstrate mastery of the learning goals on the post-assessment can be met through future remediation and instructional accommodations. 6) Analysis of student learning is meaningful with reasonable conclusions drawn. 7) The Analysis of Student Learning component provides evidence of the candidate’s impact on PK-12 student learning. 8) The Analysis of Student Learning component discusses any student who failed the post-assessment, identifies factors that may have contributed to	The pre/post assessment measures used with the unit are attached to the TWS.  Additional three to five additional indicators from <b>Meets Expectations</b> are met.	The pre/post assessment measures used with the unit are not attached to the TWS.  Additional five or more indicators from <b>Meets Expectations</b> are <b>NOT</b> met.	<hr/>

	<p>results for two individual students; one that reflects relatively high learning gains and one that reflects relatively low learning gains.</p> <p>5). Use of available technology to design, plan, and implement instruction that facilitates student learning are included. Tables/graphs developed by using technology to assess and communicate student learning are practiced. Ethical and legal use of technology by candidates and students are clearly explained.</p>	<p>failure, and describes specific efforts or accommodations made by the candidate to prevent failure.</p> <p>9). Use of available technology to design, plan, and implement instruction that facilitates student learning are included. Tables/graphs developed by using technology to assess and communicate student learning are practiced. Ethical and legal use of technology by candidates and students are clearly explained.</p>			
<p><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>)</p>	<p>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.</p>	<p>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing tasks(s) including organization, content, presentation, formatting, and stylistic choices.</p>	<p>Follows expectations particular to a specific discipline and/or writing task(s) for basic organization, content, presentation.</p>	<p>Attempts to use consistent system for basic organization and presentation.</p>	
<p><b>Unit Writing Outcome Control of Syntax and Mechanics</b></p>	<p>Candidate uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.</p>	<p>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</p>	<p>Uses language that generally conveys means to readers with clarity, although writing may include some errors.</p>	<p>Uses language that sometimes impedes meaning because of errors in usage.</p>	
		<b>Average of outcome scores</b>			

**APPENDIX A.7**

**KEY ASSESSMENT – OBSERVATION INSTRUMENT: VARI-EPP (OHIO CFAST 2015)**

Courses: ECE 3561, ECE 3562, ECE 3571, ECE 3572

EDU 3361, EDU 3362, EDU 3371 EDU 3372

Candidate \_\_\_\_\_

PK-12 School \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

Date \_\_\_\_\_

University Supervisor \_\_\_\_\_

Number of Students on IEPs \_\_\_\_\_ Length of Observation \_\_\_\_\_

Grade Level(s) \_\_\_\_\_

Observation # 1 \_\_\_\_\_ 2 \_\_\_\_\_

<b>Scoring Rubric:</b>	
<b>3 Exceeds Expectations:</b>	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.
<b>2 Meets Expectations:</b>	Consistently meets expectations for a beginning teacher. The candidate consistently applies expected knowledge and skills with an impact on student learning and uses data to inform instruction at least 80 percent of the instructional period.
<b>1 Emerging:</b>	Usually meets expectations for a beginning teacher. The 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.
<b>0 Does not meet Expectations:</b>	Does not demonstrate minimum expectations for a beginning teacher. The candidate has not satisfactorily demonstrated expected knowledge and skills with impact on student learning. Significant improvement needed.

**Directions** – The form will be used **twice** during the course of the term and will be available on the D2L for use by the University Supervisor, Cooperating Teacher, and Student Teacher.

- 1) The University Supervisor completes one observation in microteaching between week 5 – 8 and one observation in a K -12 classroom setting during week 10– 14.
- 2) The Cooperating Teacher completes one observation during week 10 – 14.
- 3) The University Supervisor and the Cooperating Teacher will record the rating into the D2L.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Raw Score
<b>Planning for Instruction and Assessment</b>					
<b>A. Focus for Learning: Standards and Objectives /Targets</b>  CAEP 1 OSTP 4 InTASC 7	Plans align to appropriate Ohio/National Learning <b>Standards</b> AND <b>Goals</b> are measurable AND Standards, <b>objectives/targets</b> , and learning tasks are consistently aligned with each other AND Articulates <b>objectives/targets</b> that are appropriate for learners' age and content-area	Plans align to appropriate Ohio/National Learning <b>Standards</b> AND <b>Goals</b> are measurable AND Standards, <b>objectives/ targets</b> , and learning tasks are consistently aligned with each other AND Articulates <b>objectives/targets</b> that are appropriate for learners	Plans align to appropriate Ohio/National Learning <b>Standards</b> AND/OR <i>Some goals</i> are measurable AND/OR Standards, <b>objectives/targets</b> , and learning tasks, are <i>loosely</i> aligned with each other AND/OR Articulates <i>some objectives/targets</i> that are appropriate for learners	Plans <i>do not align</i> to the appropriate Ohio/National Learning <b>Standards</b> AND/OR <b>Goals</b> are <i>absent or not measurable</i> AND/OR Standards, <b>objectives/targets</b> , and learning tasks are <i>not aligned</i> with each other AND/OR <i>Does not</i> articulate <b>objectives/targets</b> that are appropriate for learners	_____
<b>B. Materials and Resources</b> CAEP 1 OSTP 4 InTASC 7	Material and <b>resources</b> used are a. Align with all objectives/targets b. Make content relevant to learners c. <i>Encourage individualization of learning</i>	Material and <b>resources</b> used are 1. Align with <i>all</i> objectives/targets 2. <i>Make content relevant to learners</i>	Material and <b>resources</b> used are align some of the objectives/targets	<b>Materials and resources</b> <i>do not align</i> with objectives/targets	_____

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Raw Score
<b>C. Assessment of PK-12 Learning</b> CAEP 1 OSTP 2.3 InTASC 6	Plans a variety of <b>assessments</b> that 1. Provide opportunities for learners of <i>different learning styles</i> to illustrate competence (whole class) 2. Align with Learning objectives 3. <i>Promote learner growth</i>	Plans a variety of <b>assessments</b> that 1. Provide opportunities for learners to illustrate competence (whole class) 2. Align with learning objectives	Planned <b>assessments</b> 1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with Learning objectives	Planned <b>assessments</b> 1. Are not included OR 2. Do not align with Learning objectives	—
<b>D. Differentiated Methods</b> CAEP 1 InTASC 2 OSTP 4	Lessons make meaningful and culturally relevant connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences AND <b>Evidence of Differentiation of instruction</b> for supporting all students' needs AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners	Lessons make clear and coherent connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning AND <b>Evidence of Differentiation of instruction</b> for supporting some students' needs AND Organizes instruction to ensure content is comprehensible and relevant for learners	Lessons <i>make an attempt to build on, but are not completely successful at</i> connecting to 1. Learners' prior knowledge, 2. Previous lessons, OR future learning AND <b>Evidence of Differentiation of instruction</b> is minimal AND <i>Organizes instruction to ensure content is comprehensible for learners</i>	Lessons <i>do not build on</i> or connect to learners' prior knowledge AND/OR Explanations given <i>are illogical or inaccurate</i> as to how the content connects to previous and future learning AND/OR <b>Differentiation</b> of instruction is absent	—
<b>Instructional Delivery</b>					
<b>E. Learning Target and Directions</b> CAEP 1 InTASC 7 OSTP 4	Articulates accurate and <i>relevant learning targets</i> AND Articulates accurate <b>directions/explanations throughout the lesson</b> AND Sequences learning experiences appropriately	Articulates an <b>accurate learning target</b> AND Articulates <b>accurate directions/explanations</b> AND <i>Sequences learning experiences appropriately</i>	<i>Articulates an inaccurate learning target</i> AND/OR <i>Articulates inaccurate directions/explanations</i>	<i>Does not articulate the learning target</i> OR <i>Does not articulate directions/explanations</i>	—
<b>F. Critical Thinking</b> CAEP 1 InTASC 5 OSTP 4	<i>Engages learners in critical thinking</i> that 1. Fosters problem solving 2. Encourages conceptual connections 3. <i>Challenges assumptions</i>	<i>Engages learners in critical thinking</i> that 1. Fosters problem solving 2. Encourages conceptual connections	<i>Introduces AND/OR models critical thinking</i> that 1. Fosters problem solving 2. Encourages conceptual connections	<i>Does not introduce AND/OR model critical thinking</i> that 1. Fosters problem solving 2. Encourages conceptual connections	—
<b>G. Checking for Understanding and Adjusting</b>	<b>Checks for understanding</b> (whole class/group AND individual learners)	<b>Checks for understanding</b> (whole class/group) during lessons using <b>formative assessment</b>	<i>Inconsistently checks for understanding</i> during lessons using <b>formative assessment</b>	<i>Does not check for understanding</i> during lessons using <b>formative assessment</b>	—

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Raw Score
<b>Instruction through Formative Assessment</b> CAEP 1 InTASC 6,8 OSTP 3	during lessons using <b>formative assessment</b> AND Differentiates through <i>planned and responsive adjustments</i> (whole class/group and <i>individual learners</i> )	AND Differentiates through <b>adjustments</b> to instruction (whole class/group)	AND Adjusts instruction accordingly, but <b>adjustments may cause additional confusion</b>	OR <i>Does not make any adjustments</i> based on learners' responses	
<b>H. Digital Tools and Resources</b> CAEP 1 InTASC 8 OSTP 4	Discusses AND uses <i>a variety of</i> developmentally appropriate <b>technologies (digital tools and resources)</b> that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. <i>Extend learners' understanding of concepts</i>	Discusses AND uses developmentally appropriate <b>technologies (digital tools and resources)</b> that 1. Are relevant to learning objectives/ targets of the lesson 2. <i>Engage learners in the demonstration of knowledge or skills</i>	<i>Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson</i>  AND <b>Technology is not available</b>	One of the following: <i>Does not use technologies (digital tools and resources)</i> to engage learners <b>OR</b> Use of <b>technologies</b> is <i>not relevant</i> to the learning objectives/ targets of the lesson <b>OR</b> <i>Technology is not available</i>	—
<b>I. Safe and Respectful Learning Environment</b>  CAEP 1 InTASC 3 OSTP 5	<i>Actively involves learners to create and manage a safe and respectful learning environment</i> through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)	<i>Manages a safe and respectful learning environment</i> through the use of routines and transitions <b>AND</b> <i>Establishes and promotes</i> constructive relationships to equitably engage learners <b>AND</b> <i>Uses research-based</i> strategies to maintain learners' attention (individual and whole group)	<i>Attempts to manage a safe learning environment through the use of routines and transitions</i> <b>AND/OR</b> <i>Attempts to establish</i> constructive relationships to engage learners <b>AND/OR</b> <i>Attempts to use</i> constructive strategies to maintain learners' attention (individual and whole group)	<i>Does not manage a safe learning environment</i> <b>OR</b> <i>Does not establish</i> constructive relationships to engage learners <b>OR</b> <i>Does not use</i> constructive strategies to maintain learners' attention (individual and whole group)	—
<b>Assessment</b>					
<b>J. Data-Guided Instruction</b>  CAEP 1 InTASC 6 OSTP 3	Uses <b>data</b> -informed decisions ( <i>trends and patterns</i> ) to set short and long term goals for future instruction and assessment <b>AND</b> Evidence of <b>data</b> record-keeping and analysis	Uses <b>data</b> -informed decisions to design instruction and assessment <b>AND</b> <i>Evidence for data</i> record-keeping	Uses <b>minimal data</b> to design instruction and assessment	<i>Does not use data</i> to design instruction and assessment	—
<b>K. Feedback to Learners</b>  CAEP 1 InTASC 6	Provides <b>feedback</b> that 1. Enables learners to recognize strengths <b>AND</b> areas for improvement 2. Is comprehensible	Provides <b>feedback</b> that 1. Enables learners to recognize strengths <b>OR</b> areas for improvement 2. Is <i>comprehensible</i>	<i>Provides minimal feedback</i> that 1. <i>Enables</i> learners to recognize strengths <b>OR</b> areas for improvement <b>OR</b>	<i>Does not provide feedback</i> <b>OR</b> <b>Feedback does not enable</b> learners to recognize strengths <b>OR</b> areas for improvement	—

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Raw Score
OSTP 3	3. Is descriptive 4. Is <i>individualized</i> <b>AND</b> Provides timely <b>feedback</b> , <i>guiding learners on how to use feedback to monitor their own progress</i>	3. Is <i>descriptive</i> <b>AND</b> Provides <i>timely feedback</i>	<b>Feedback</b> is provided in a <i>somewhat</i> timely fashion	<b>OR</b> <b>Feedback</b> is <i>not provided</i> in a timely fashion	
<b>L. Assessment Techniques</b>  CAEP 1 InTASC 6 OSTP 3	Evaluates and supports learning through <b>assessment techniques</b> that are  1. Developmentally appropriate 2. Formative AND summative 3. <i>Diagnostic</i> 4. <i>Varied</i>	<i>Evaluates and supports learning through assessment techniques</i> that are  1. Developmentally appropriate 2. Formative AND summative	<b>Assessment techniques</b> are 1. Developmentally <i>appropriate</i> 2. <i>Formative OR summative</i>	<b>Assessment techniques</b> are 1. Developmentally <i>inappropriate</i> OR <i>Not used</i>	_____

Analysis of Teaching					Row Score
<b>M. Connections to Research and Theory</b> CAEP 1 InTASC 5 OSTP 2, 3	Discusses, provides evidence of, and <i>justifies</i> connections to educational <b>research and/or theory</b>  AND <i>Uses research and/or theory to explain their PK-12 learners' progress</i>	<i>Discusses and provides evidence of</i> connections to educational <b>research and/or theory</b>	<i>Mentions</i> connections to educational <b>research and/or theory</b>	<i>No connections OR inaccurate connections</i> to educational <b>research and/or theory</b>	_____

### Field Methods Observation: Three-way Conference

1. What went well? \_\_\_\_\_

2. Areas of strength: \_\_\_\_\_

**Goals for Improvement: Pedagogy and Dispositions**

Following the three-way conference among the student teacher, University Supervisor, and Cooperating Teacher, the candidate will identify **three** specific and measurable areas of strength and **three** areas for improvement. The University Supervisor and Cooperating Teacher will then affirm and/or suggest areas for improvement for the candidate.

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

Connection to 3-way form	Goal (must have a minimum of one goal) with Details
<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 will focus on “quick and quiet” feedback. I will prepare feedback ahead of time using data.</i>
	1.
	2.
	3.

**Comments:** \_\_\_\_\_

Modified from VARI-EPP CPAST Form (Ohio 2016)



**Appendix A.9**

**College of Education  
Central State University**

**Verification for the Background Check for  
Admission to CSU Educator Preparation Program**

**Effective: Spring 2021**

Mr./Ms. \_\_\_\_\_ is a student in the online education program in the Professional Education Department in the College of Education at Central State University.

The student has provided information that they are an employee of \_\_\_\_\_ district.

*School or district name*

The AB 949 (Chapter 84, Statutes of 2019) section 45125.1, the California Education Code and similar laws in other states requires all school employees to receive criminal background checks. Please verify that

Mr./Ms. \_\_\_\_\_ is an employee in your school/district and works as \_\_\_\_\_ (job title).

Please complete the information below and send a PDF copy of this form via email to

[rtolbert@centralstate.edu](mailto:rtolbert@centralstate.edu) within 10 workdays.

\_\_\_\_\_  
Name of the person                      Title                      Signature                      Date

School/District Contact Information:

Phone Number \_\_\_\_\_ Fax Number \_\_\_\_\_ Email \_\_\_\_\_

## APPENDIX B

### Methods Course FAQs

- **When am I eligible to take methods courses?**

You must first complete the online application to the College of Education (CoE) and be formally admitted to the CoE before registering to take methods courses. Upon admission to the CoE, you are regarded as a candidate for completion of your degree. Press this link: [Application for Admission to CSU Educator Preparation Program](#)

- **What is a Memorandum of Understanding (MOU)? How and when do I get one?**

An MOU is a legally binding affiliation agreement between CSU and the candidate's school district. CSU does not require an MOU; however, some school districts do. Candidates are required to indicate on the admission to the College of Education application the district in which they plan to complete field and clinical experiences requires an MOU. Candidates will need to check with the Human Resources (HR) Dept. in the school district where they plan to complete their field experience to see if an MOU is required. Upon request of the school district, the university will provide an MOU. Submit an online request form if an MOU is needed. [Memorandum of Understanding \(MOU\) Request Form](#) \*The MOU approval process can take at least two months. For this reason, the MOU should be approved before the semester begins,

- **When do I find a cooperating teacher?**

As soon as you register for methods, the MOU approval process (if needed) and identification of a Cooperating Teacher should begin. **You must complete a form for each cooperating teacher. Once we receive your completed form we will send an email to your potential cooperating teacher(s) with a link to a profile form to gather information on whether they are a good fit for your field experience. You will be notified when your placement is approved. Your placement should be approved by the Drop/Add date of the semester for which you are registered. If placement is not approved by the Drop/Add date, students may continue in the course at their own risk.** Course assignments must be completed by the stated due date. Field hours must be completed prior to the last two weeks of the semester.

- **Who can serve as a Cooperating Teacher?**

Cooperating Teachers must be fully licensed in the state and for the grade level in which they are teaching (no temporary licenses). They must also have at least three years of successful teaching experience in the candidates licensure area. INS candidates must be placed with a licensed intervention specialist/special educator.

- **Who assigns my placement and Cooperating Teacher?**

The Office of Field and Clinical Experiences facilitates the approval of the MOU, if necessary. It is the responsibility of the school district to assign placement and cooperating teachers. All placements must be approved by the Office of Field and Clinical Experiences.

- **Where can I complete methods hours?**

Methods hours must be completed in a fully state-accredited school. Methods placements are NOT allowed in free-standing child/day care centers or Head Start programs. PK classrooms must be affiliated with and accountable to the school district, accredited public charter or accredited private school.

- **What grade level must I complete my hours in?**

Intervention Specialist (INS): K-12

Early Childhood Education (ECE): PK-3

Primary Education: PK-5

Middle Childhood Education (MCE): 4-9 (available for traditional students only)

Adolescence to Young Adult (AYA): 7-12 (available for traditional students only)

Music Education (MUE): K-6 and 7-12 (available for traditional students only)

Agricultural Education (AgEd): 4-12 (available for traditional students only)

- **Can I complete all of my hours in one school?**

No, ECE/Primary and INS candidates admitted to the College of Education after March 1, 2022, may not complete all of their methods field experiences in one school building. The field experience for at least one of the required four methods courses must occur in a different school building.

No, MCE candidates must complete 60 hours of the required 120 methods hours in a different building.

No, MUE candidates must complete 50 of the required 100 methods hours in a different building.

AYA candidates must complete one methods course. The course requires 60 hours in one building.

AgEd candidates must complete one methods course. The course requires 40 hours in one building.

- **How many hours are required?**

ECE/Primary and INS candidates are required to complete 25 field experience hours per content area (Language Arts, Social Studies, Mathematics, and Science) for a total of 100 hours in their assigned classroom.

MCE candidates are required to complete 60 field experience hours per content area (choose two from Language Arts, Social Studies, Mathematics, and Science) for a total of 120 hours in their assigned classroom(s).

AYA candidates are required to complete 60 field experience hours in their assigned classroom.

MUE candidates are required to complete a total of 100 field experience hours in their assigned classroom(s).

AgED candidates are required to complete a total of 40 field experience hours in their assigned classroom.

- **When do the hours need to be completed?**

Methods courses are full semester courses. Candidates should be ready to begin serving their field and clinical hours by the beginning of the third week of the semester. Field and clinical hours should be completed by the end of the 14th week of the semester. Candidates who do not have a confirmed placement by the beginning of the third week of the semester proceed in the course at their own risk.

- **What will the field hours consist of?**

The methods experience is designed to give candidates teaching experience. The hours are not to simply observe. Candidates are expected to be actively engaged in the classroom assisting students, the teacher, teaching mini-lessons, providing small group instruction and/or whole class lesson delivery, as appropriate.

- **What is the Key Assessment in each course?**

The Teacher Work Sample (TWS) is the Key Assessment for methods courses. The TWS consists of a series of lesson plans, reflections and other work samples. Candidates are observed by the University Supervisor (course instructor) and Cooperating Teacher using the CPAST rubric.

- **What are the professional dispositions I will be expected to demonstrate?**

During the methods field experience, candidates are expected to demonstrate the dispositions of a professional educator. This includes arriving on time, being fully prepared, dressing appropriately and always behaving in a professional and ethical manner. These dispositions will be evaluated by the University Supervisor (course instructor) and candidate's Cooperating Teacher.

- **I am choosing the Educational Studies degree. Do I need to take methods courses/complete methods hours?**

No, however, three foundations courses are still required, and observation hours must still be completed for each course. If you have already taken methods courses, they will count toward the EDS degree.

- **Who should I contact with questions?**

Dr. Lillian Drakeford, Director, Field and Clinical Experiences (Ldrakeford@centralstate.edu)

Dr. Lap Nguyen, Interim CoE Department Chair (Lnguyen@centralstate.edu)

## **APPENDIX C**

### **GLOSSARY OF TERMS**

Source: CAEP Accreditation Handbook

#### **All PK-12 Students**

Children or youth attending PK-12 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 an individual meets state requirements to (1) teach at a specific level or for a specialized discipline/population of students, (e.g., middle grades, biology, English Language Learners, etc.); or (2) serve in a specific education 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**

Capstone is 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, or a teaching sequence). The capstone can provide 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-12 school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences (e.g., University supervisor, cooperating teacher/mentor).

### **Clinical Experiences**

Clinical experiences are guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, 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 candidates' 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**

The central concepts, tools of inquiry, and structures of a discipline.

### **Diversity**

As defined in the InTASC Model Core Teaching Standards, diversity refers to understanding and respecting individual differences (e.g., personality, interests, learning modalities, and life experiences), and 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.

### **Pedagogy**

Pedagogy is the art, science, and profession of teaching. This broad definition covers various aspects of teaching, such as teaching styles, feedback, and assessment.

### **Stakeholder**

Partners, organizations, businesses, community groups, agencies, schools, districts, and/or educator preparation providers interested in candidate preparation or education.

### **Standards**

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

## APPENDIX D

### Joshua I. Smith Center for Education & Natural Sciences

#### College of Education Dean's Office

Office 376- @centralstate.edu

Dr. Lillian Drakeford	Interim Dean, College of Education	213-G	6675/ 6007	Ldrakeford
Sheryl Evans	Assessment Data Coordinator	213-B	6221	Sevans
	Administrative Assistant	211-B	6225	

#### Teacher Education Advisement & Partnership Center (TEAP-C)

Nathan Boles	Director	217-A	6210	Nboles
Renita Tolbert	Program Manager	220-F	6227	Rtolbert
Tyra Sheppard	Administrative Coordinator	220-E	6259	Tsheppard

#### Department of Professional Education

Dr. Lap Nguyen	Interim Department Chairperson	213-A	6643	LNguyen
Dr. Lillian Drakeford	Director, Field & Clinical	213-G	6675	Ldrakeford
Alma Brown	Administrative Secretary	213	6176	Abrown

#### Faculty

Dr. Elizabeth Johnson	Math Education	Virtual		Ejohnson2
Dr. Pedro Martinez	Generalist	220-D	6070	Pmartinez
Dr. Lap Nguyen	Early Childhood Education	213-E	6065	Lnguyen
Dr. Joseph Nocera	Generalist	Virtual		Jnocera
Dr. Kwabena Ofori-Attah	Social Studies Education	213-C	6175	Kofori-attah
Dr. Stephanie Petricone-Turchetta	Early Childhood Education	Virtual		Spetricone-Turchetta
Dr. Joshua Singer	Language Arts (Intervention Spc)	213-H	6315	Jsinger
Dr. Sandra Sumerfield	Reading Specialist	213-D	6331	Ssumerfield
Dr. Rajeev Swami	Science Education	213-J	6266	Rswami
Dr. Dianne Tetrault	Reading	Virtual		Dtetrault

#### School of Agricultural Education and Food Science

Jonathan Henry	Director	221-A	6038	Jhenry
Katrina Swinehart-Held	Agricultural Education	220-A	6036	Kswinehart
Camille Johnson	Program Coordinator	220-B	6035	Cjohnson
	Administrative Assistant	221	6037	

#### College of Engineering, Science, Technology, and Agriculture

Dr. Anthony Arment	Biology Faculty		6062	Aarment
Dr. Arunasalam Rahunanthan	Mathematics Faculty		6362	Aahunanthan

#### Department of Health and Human Performance (HHP) – WALKER GYMNASIUM

Rosie Turner	Chairperson	161	6297	Rturner
Jennifer Turpin Stanfield	HHP Faculty	152	6070	Jturpin-stanfield
Richard Wetzal	HHP Faculty	163	6319	Rwetzal

#### Art and Music Education – ROBESON HALL

Dr. Mervyn Joseph	Music Education	222	6614	Mjoseph
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#### College of Humanities, Arts, and Social Sciences – WESLEY HALL

Dr. Anne-Marie Wackowitz	English Language Arts Faculty	226	6202	Aschuler
Dr. Anthony Milburn	History Faculty		6209	Amilburn

Akins, Lori	ladkins
Allen, Ann	aallen
Brock-Worman, Kathleen	kbrock-worman
Chapman-Reese, Avis	achapman-reese
Edinger, Matthew	medinger
Edmonds, George	gedmonds
Gibson, Brian	bgibson
Greeson, April	agreeson
Griffith, Gloria	ggriffith
Grundy, Latifah	lgrundy
Haynes-Coleman, Jamila	jhaynes-coleman
Hill, Latoya	lhill
Hilton, James	jhilton
Lynch, Debra	dlynch
Lyons, Merlinda	mlyons
Manning, Kimberly	kmanning
Martin, Charles	cmartin
Megahan, Kathleen	kmegahan
McDonnough, Pamela	pmcdonnough
Morrison, Kimberly	kmorrison
Nelson, Diane	dnelson
Payne-Jones, Michelle	mpaynejones
Pettus, Sarah	spettus
Reel, David	dreel
Reynolds, Dorothy	dreynolds
Ricci, Windy	wricci
Rogers, Krista	krogers
Shirey, Hope	hshirey
Stephenson, Windy	wstephenson
Sawyer, Janet	jsawyer
Seamster, Christina	cseamster
Sharif, Yasmin	ysharif
Sharma, Manish	msharma
Swami, Tonia	tswami
Turney, Vanisa	vturney
Walker, Yvette	ywalker
Watters, Shawn	swatters
White, Christina	cwhite2
White, Headley	hwhite
Wood, Jamie	jwood
Young-Groach, Pamela	pyounggroach