COLLEGE OF EDUCATION

Central State University 1887

EDUCATOR PREPARATION PROVIDER

STUDENT TEACHING HANDBOOK

Teachers as Reflective Educators Who Practice Evidence-Based Instruction

Practice

Knowledge
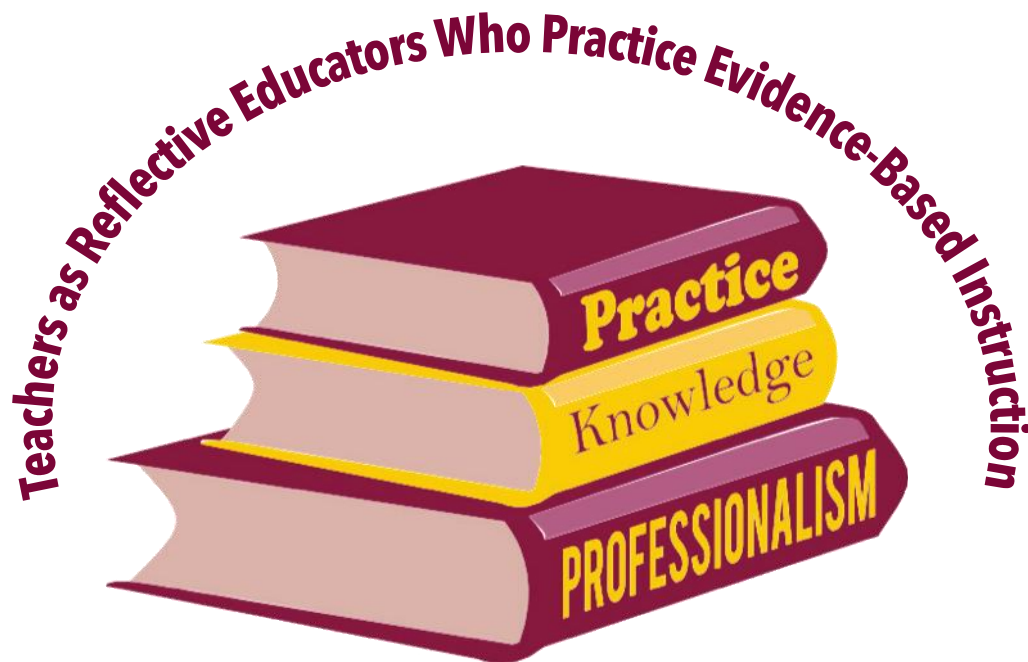
PROFESSIONALISM

2023-24

CENTRAL STATE UNIVERSITY
Innovation is in Our DNA^{TM}

Teacher Candidate:

Congratulations on entering the final and most important phase of your pre-profession preparation! Becoming a professional educator is a rewarding experience and a transformative journey.

During this phase of your education, you will receive many important printed documents and email communications. The Student Teaching Handbook is one of the most important!

Please review this handbook thoroughly and refer to it often. This important reference is designed to guide you through the student teaching experience. Please thoroughly familiarize yourself with the standards and requirements to which you will be held.

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

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

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

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I.   Introduction

The Ohio General Assembly established Central State University in 1887 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 to offer four-year college programs. As a result, in 1947, the College began operating independently from Wilberforce University, continuing programs in teacher education, industrial arts, and business and adding 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 Institution status.

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

I.A. Mission

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 to take appropriate action to enhance the teaching/learning environment for all students.

The Educator Preparation Program *supports and fulfills the University's mission to prepare students from diverse backgrounds and experiences for leadership, research, and service*. This mission reflects the belief that teaching prepares a knowledgeable, diverse citizenry through appropriate use of technology in scholarship.

The mission of the College of Education is *to prepare educators who continuously reflect on their effectiveness in serving as facilitators of learning for diverse student populations*. The College is actively committed to the preparation of educators who observe students in various learning situations and, as a result, apply appropriate professional strategies to enhance the teaching/learning environment.

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

- Developing content knowledge, pedagogical skills, and professional dispositions that lead to effective teaching.
- Implementing defendable instructional decisions and technology applications.
- Embracing active, engaged, student-centered learning.
- 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.

<div align="center">**Vision**</div>

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.*

<div align="center">**I.B   Conceptual framework**</div>

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 the three areas below.

Knowledge
Candidates will demonstrate mastery in the following areas:
1. In-depth knowledge of content.
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.
3. Use data from formative and summative assessments to inform instruction.

Professionalism: Professional dispositions
Candidates will demonstrate the following:
1. Commitment to professional development and self-improvement and respond professionally to constructive criticism (*lifelong learner*).
2. Multiple strategies so that all schoolchildren 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*).
6. Confidentiality and academic integrity (*ethical and legal responsibilities*).

GUIDING BELIEFS

SCHOOLS

Schools serve many vital functions. Their responsibilities include the following tasks:
- Providing an environment in which the school, home, and community work as a team to ensure a safe and positive climate for teaching and learning.
- Developing an awareness of and respect for diversity.
- Developing each student intellectually, emotionally, socially, physically, and academically.
- Facilitating a love of learning, preparing students for lifelong learning, and contributing to all areas of life after graduation and in the world of work.
- Serving several social functions, such as transmitting and refining skills, values and beliefs of culture, caring for people, preparing students for the world of work, and acting as social change agents.
- Providing access to the global concepts and ideas through technology.

TEACHERS

The role of teachers is complex in that they are individually and collectively responsible for the following characteristics and abilities:
- Being professional educators who model and promote good communication skills, positive moral and ethical values, and good health habits.
- Facilitating learning for children who already come to school with a body of knowledge.
- Assuming various roles, such as decision-maker, child advocate, facilitator, master of content, problem-solver, model, curriculum designer, diagnostician, and manager.
- Continuing their own learning/professional development.
- Making decisions about technology, including its effects on the classroom, home, and community.

EDUCATOR PREPARATION

The Educator Preparation Program is responsible for the following tasks:
- Reflecting the beliefs of the teaching profession and ensuring that these beliefs are evident throughout the program.
- Providing a physical environment and an emotional climate supportive of a high-quality teacher education program.
- Providing instruction and other experiences throughout the program, which foster the development of knowledge, skills, and dispositions that teachers must have to assume their numerous decision-making roles in schools.
- Providing a framework to help candidates develop their own beliefs about schools and teaching and to apply these beliefs to decisions about curriculum and instruction.
- Integrating the application of technology throughout the curriculum to assure decision-making experiences of prospective teachers.

I.D.   PROGRAM GOALS

The goals of the Educator Preparation Provider Program are realized for all candidates through the attainment of 11 common goals that are aligned with the Ohio Standards for the Teaching Profession (OSTP), Interstate Teacher Assessment and Support Consortium (InTASC) and Council for Accreditation of Educator Preparation (CAEP), the Ohio Assessment for Educators (OAE), and Specialized Professional Association (SPA) program standards. Hence, the EPP has established various subject-specific competencies to assist candidates in focusing on the following competencies:

1. Developing an understanding of subject matter areas and creating meaningful learning experiences based on this knowledge.

2. Developing an understanding of students' cognitive, social, physical, and emotional development and creating learning opportunities that support student academic development.

3. Recognizing and valuing student diversity and the differences in how students learn and 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.

11. Selecting and using materials, technology, activities, space, and other resources that are developmentally appropriate to support institutional goals and objectives and designed to engage student interest in meaningful learning.

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

II.A. STUDENT TEACHING DEFINED

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

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

- Apply and test professional knowledge and skills.
- Participate in and assume responsibility for teacher activities.
- Develop personal and professional competence under typical classroom and school conditions.
- Evaluate readiness to enter the profession.
- Prepare to meet the demands faced by beginning teachers.
- Develop skills in reflective decision-making.

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

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

- *Candidate*: A student from Central State University enrolled in student teaching for academic credit.

- *Cooperating teacher*: A classroom teacher in a state-accredited K-12 school assigned to the daily supervision of the teacher candidate during a semester. The cooperating teacher must be licensed by the state, recommended by school district administration, approved by the CSU Office of Field and Clinical Experiences, and have a minimum of three years of successful teaching experience.

- *University supervisor*: The University supervisor is assigned to serve as a liaison between the college, the cooperating teacher, and the candidate.

II.B. MAJOR GOALS OF STUDENT TEACHING

Although student-teaching situations vary among candidates, major goals of student teaching are to produce high-quality teachers who can demonstrate the following skills:

- A professional attitude toward teaching as a career.
- Insight into aspects of human growth and development.
- The ability to assess themselves in terms of personal needs, professional understanding, and academic background needed in teaching.
- How to communicate effectively with students, parents, peers (other teachers), administrators, and the larger community.
- Proven efficacy.
- The ability to create a learning environment in which students feel accepted and are given the opportunity to reach their optimum potential.

II.C. CRITERIA FOR ADMISSION TO AND RETENTION IN STUDENT TEACHING

Candidates must first be eligible to student teach. Requirements are as follows:

- Be admitted to the College of Education.
- Have passing scores on Ohio Assessments for Educators (OAEs) required for designated licensure on record with Assessment Data Coordinator Sheryl Evans.
- Have a cumulative GPA of 3.0.
- Have degree audit completed by the candidate's academic advisor and the Registrar's office and their application processed by the latter.
- Have completed all required coursework except the Student Teaching and Capstone seminar.
- Have valid BCII/FBI results or have a verification form on record with TEAP-C.
- Have completed the online student teacher application with all required documentation: Application to Student Teach
- Have their student teaching application approved by the CSU Director of Field and Clinical Experiences.

Student-teaching requirements:

- Student teaching is a full-term (16-week) course.
- A minimum of 12 full weeks or 60 days, but no more than 15 weeks, of active student teaching (M-F, full day).
- Student teaching should be completed in person unless prohibited by extraordinary circumstances.
- Student Teaching (EDU 4491) must be taken in conjunction with the full-term, 16-week Capstone Seminar (EDU 4895)
- Student teaching candidates must be placed in a state-accredited public, charter, or private school with a cooperating teacher who is licensed in the candidate's licensure area. Candidates may indicate a preference for field and clinical placements and cooperating teachers; however, final placement decisions rest with the receiving school district administration and the CSU Office of Field and Clinical Experiences. Placements in free-standing daycare or preschool centers are not allowed, including Head Start centers.
- The candidate's student teaching site and cooperating teacher must be approved by the CSU Office of Field and Clinical Experiences and receiving school district administration. Cooperating

teachers must be licensed in the appropriate grade/designation and have at least three years of successful professional teaching experience.

- Student must be cleared to register for Student Teaching by the CSU Director of Field and Clinical Experiences.
- The student teaching site and cooperating teacher must be approved by the CSU Office of Field and Clinical Experiences and receiving school district administration.
- Retention in student teaching is dependent upon the candidates consistently meeting the following expectations:
    - Strictly adhere to all policies and procedures outlined in the Student Teaching Handbook.
    - Perform with satisfactory (passing) performance as outlined in the Student Teaching Handbook and course syllabus.

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

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

II.D. STUDENT TEACHING APPLICATION

Candidates must submit the online Application to Student Teach. After the application is reviewed for the fulfillment of program requirements, the director of Field and Clinical Experiences will give permission for the academic advisor to register the candidate for student teaching and the co-requisite course, Capstone Seminar. The application will be available one month before the deadline. The deadline for fall semester applications is **June 1, 2023**. The deadline for spring semester applications is **Oct. 1, 2023**.

II.E. STUDENT TEACHING PLACEMENT DEADLINES

Student teaching assignments must be finalized by July 15, 2023, to student teach fall semester 2023. Candidates without a confirmed placement by July 15 will be withdrawn from EDU 4491 (Student Teaching) and Capstone Seminar (EDU 4895). Student teaching assignments must be finalized by Dec. 15, 2023, to student teach spring semester 2024. Candidates without a confirmed placement by Dec. 15 will be withdrawn from EDU 4491 (Student Teaching) and EDU 4895 (Capstone Seminar).

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

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

1. Observation and teaching: Teaching, of course, is the most important experience in student teaching. The candidate is expected to assume increasing responsibility for planning and directing student activities. The amount of time to be devoted to observation/teaching, the number of classes, and additional classroom responsibilities will depend on the candidate's readiness, teaching field, and recommendations of the cooperating teacher and the University supervisor.

2. Professionalism: Professional standards, conduct, dress, and personal appearance that apply to the cooperating teacher also applies to those actively engaged in student teaching.

3. Authority and legal responsibility: While the degree of authority given to the candidate may vary depending on the building and/or district, the cooperating teacher remains legally responsible for the public school students at all times.

4. Duties other than teaching: In addition to teaching, the candidate is expected to share duties with the cooperating teacher. Such duties may include assisting with the school's extracurricular program, attending faculty meetings or professional organizations, assuming routine administrative and clerical tasks, and/or participating in community activities and other activities expected of teachers at the respective public schools.

5. Substitute teaching: The candidate may be used as a substitute teacher only on an emergency basis. If the Cooperating Teacher is absent, the candidate may teach for the day in the assigned classroom with another adult present in the room.

6. Attendance: The candidate is required to be at the assigned school(s) on time for the duration of the student teaching experience. All absences are to be reported by the candidate to the appropriate University supervisor and cooperating teacher. Days missed are expected to be made up by the end of the assignment period. Excessive absences may result in extension, adjustment, or termination of the student teaching assignment and possibly a failing grade.

7. School day: The candidate's workday will be the same as that of the regular teacher. Ordinarily, this means being on the job 30 minutes before school starts and 30 minutes after school dismisses.

8. Staff development days: Each candidate is expected to participate in planned staff development days. The choice of activities for the student on these days will be decided cooperatively by the principal, University supervisor, cooperating teacher, and candidate.

9. Holidays: The candidate's holidays will follow those of the cooperating district and **not that of CSU**. Candidates using Central State University housing and facilities are expected to make arrangements for periods when the vacation times of cooperating schools and those of the University differ. Holidays do not count toward the 12-week or 60-day minimum requirement.

10. Full-time student teaching: The College recognizes that student teaching is a full-time responsibility. Consequently, the candidate is freed from other college obligations that conflict with student teaching responsibilities.

11. Materials and supplies: Instructional materials and supplies purchased and/or developed by the candidate are the property of said candidate. Dispersal and use of instructional aids that belong to the cooperating school will be left to the discretion of the clinical faculty and the principal.

12. Final grade assignment: The University supervisor has the legal responsibility of assigning the final grade. However, a recommendation from the cooperating teacher will be considered carefully before grades are assigned.

13. Removal of the candidate: In case of emergency, the building principal or other appropriate administrators may remove the candidate from the classroom. The dean of the College of

Education and director of Field and Clinical Experiences at Central State University should be notified immediately thereafter by the removing authority.

14. <u>Termination of alternative placement:</u> The dean of the College of Education, in consultation With the placement school and University personnel, will be responsible for terminating or altering the candidate's placement.

15. <u>Transportation;</u> Arrangement of reliable transportation to and from the student teaching site is the candidate's responsibility.

II.G. SELECTION OF SCHOOLS

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.
- Promote a philosophy that supports inclusive education.

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

- Upon request, CSU will provide a Memorandum of Understanding (MOU) for school districts where candidates are placed. The MOU solidifies the relationship between the partnering district or school and the University.

- Student teaching assignments are made with state-accredited public, private, or chartered school districts based upon the candidates' licensure area.

- 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 school district's responsibility to assign placement and cooperating teachers. All placements must be approved by the Office of Field and Clinical Experiences.

- Candidates are responsible for their own transportation to and from the placement site.

II.H. SELECTION OF COOPERATING TEACHERS/MENTOR TEACHERS

Cooperating teachers are subject to the approval of the Office of Field and Clinical Experiences. They must hold a valid and current teaching license in the teaching area and have a minimum of three (3) successful years of teaching experience.

II.J. CANDIDATE RESPONSIBILITIES

1. Student teaching might be characterized as a meeting of two worlds: one somewhat liberal in scope with few rules and responsibilities and the other with a great many rules and responsibilities. The candidate is encouraged to develop a unique, personal teaching personality, hopefully with minimal restrictions. As such, the candidate is expected to fulfill the following expectations:

   - Report to school duties on time each day. If a candidate cannot perform his/her duties for a legitimate reason, such as illness, the candidate must call the cooperating teacher before the start of the teacher workday, then call the University supervisor. In case of an emergency, in which case the candidate cannot call immediately, a call should be made to those individuals as soon as possible by the candidate or someone on behalf of the candidate.
   - Place school duties ahead of personal wishes and accept responsibilities that are a necessary part of the profession.
   - Exemplify the attitudes and actions of a teacher rather than those of a student.
   - Adhere to school rules and policies.
   - Plan daily work and submit those plans to the cooperating teacher for approval at least one day prior to teaching the class.
   - Safeguard all personal and confidential information and use it for professional purposes only.
   - Avoid unfavorable criticism of the partner school, the cooperating teacher, and the community, except through proper channels.
   - Cooperate and be respectful at all times with pupils, teachers, and administrators.
   - Dress appropriately in keeping with school/community standards.
   - Attend professional meetings, parent-teacher meetings, and other pertinent meetings.
   - Actively participate in extracurricular activities.
   - Maintain the same workday schedule as that of the cooperating teacher.
   - Become familiar with the school and its pupils.

2. **DESIRABLE ACTIVITIES OF THE CANDIDATE**

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

   - Create a seating chart.
   - Maintain a reflective journal of the student teaching experience.
   - Assist with promoting a positive, engaging learning environment (e.g., create bulletin boards, exhibits, learning centers).
   - Keep attendance records.

- Help maintain data for teacher reports.
- Review student files.
- Grade papers, workbooks, projects, etc.
- Accompany students on field trips or excursions.
- Maintain a file of enrichment materials and other resources.
- Participate in parent-teacher conferences.
- Prepare assessments, study sheets, supplementary assignments, etc.
- Provide individual and/or small group instruction.
- Participate in and/or direct group and committee work.
- Observe classroom instruction in various classroom settings.
- Recognize signs of communicable disease with the aid of the school nurse or cooperating teacher.
- Confer/consult with the principal, cooperating teacher, and the University supervisor.
- Become familiar with the public school's grading system and parent contact procedures.
- Operate audio-visual equipment provided in the cooperating school and include technology in lessons.

3. **UNAUTHORIZED TEACHER CANDIDATE ACTIVITIES**

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

- Supervising the playground without a licensed teacher present.
- Driving their vehicle to transport students for any reason.
- Administering prescribed medications or performing medical procedures.
- Touching students with force or in an inappropriate manner.

II.K. COOPERATING TEACHER/MENTOR TEACHER RESPONSIBILITIES

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

- Participating in student teaching orientation.
- Modeling best practices for teaching and learning.
- Preparing students for the involvement of a prospective student teacher in the classroom.
- Orientating the teacher candidate to the physical school and classroom facilities and resources (e.g., school handbook, textbooks, resource materials, classroom storage areas, audio-visual equipment, building map, etc.).
- Providing the teacher candidate with ample classroom workspace.

- Planning initial activities that will enable the teacher candidate to become involved in the classroom routine immediately.
- Guiding the teacher candidate in analyzing and evaluating student progress.
- Providing ongoing constructive feedback to the candidate regarding performance and dispositions.
- Increasing teaching responsibilities progressively as the teacher candidate demonstrates evidence of ability to assume them.
- Assisting the teacher candidate in performing routine duties and record keeping.
- Establishing time for weekly conferences.
- Assisting the teacher candidate in analyzing each lesson taught, identifying strengths and weaknesses.
- Working closely with the University supervisor to ensure each candidate receives consistent and accurate information.
- Completing four professional dispositions and four observations on the candidate's classroom performance.
- Completing the University supervisor evaluation.
- Completing the University program evaluation.
- Providing necessary feedback for program improvements to the director of Field and Clinical Experiences.
- Preparing and submitting all assessments in the Learning Management System (LMS), which is D2L according to the recommended schedule.
- Scheduling time during the semester for the candidate to observe other classrooms; and
- Encouraging the candidate to develop a positive attitude about supervision and the teaching profession.

II.L. SCHOOL ADMINISTRATOR RESPONSIBILITIES

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

- Supporting faculty and students in student teaching experiences.
- Locating and assigning conference space for use by the University supervisor and the candidate.
- Communicating with the cooperating teacher and the University supervisor to resolve issues in a timely manner and make professional decisions in the best interest of all concerned.
- Assisting the cooperating teacher in providing well-balanced learning situations for the candidate.
- Avoiding exploitation of any members of the student teaching experience.
- Participating in the student teaching program evaluation, and, upon request, observing and evaluating the candidate's perf

II.M. UNIVERSITY SUPERVISOR RESPONSIBILITIES

The University supervisor will observe each candidate times during the semester. Observations will occur for at least one full class period or one full teaching activity.

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

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

- Participating in developing and revising student teaching guidelines and reviewing and revising key assessments and rubrics for field work.
- Reviewing the Student Teacher Handbook with cooperating teacher and student teacher in an initial orientation conference and serving as a liaison between the school and Central State University.
- Cooperating with school personnel to enhance the partnership between the school system and the University.
- Meeting with the candidate prior to the time of student teaching and at regular intervals during the student teaching experience.
- Facilitating the Student Teaching course and managing assessment data.
- Assisting with content-oriented problems and serving as a resource for the cooperating teacher and the candidate.
- Scheduling observations within the framework of Central State University's policy to allow adequate evaluation of the candidate's progress.
- Following up on each observation with a three-way conference to evaluate the teaching experience and guiding the candidate in reflection and self-evaluation.
- Submitting four dispositions, four observations, four lesson plans, and TWS assessment data in the D2L in accordance to recommended schedule.
- Arranging frequent communication with each candidate and recommending effective teaching techniques, procedures, and activities to enhance the candidate's professional development.
- Supporting the teacher candidate in all aspects of successful completion of all required assignments.
- Informing the director of Field and Clinical Experiences of concerns associated with the candidate's successful completion of the student teaching experience.
- Assigning the course grade for the candidate.

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

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

- Acting as a liaison between the school district and Central State University for candidate placement.

- Providing University supervisors and cooperating teachers with the Student Teaching Handbook and explaining processes and expectations associated with the student teaching experience and data submission in the D2L.
- Approving cooperating teacher and student teacher placements.
- Administering and providing leadership for student teaching.
- Monitoring the clinical supervision provided by the University.
- Collaborating with department chairs and the dean of the College of Education to review policies and procedures and analyze data from student teaching for program improvement.
- Informing teacher candidates and the University supervisor of procedures and timelines for data submission.
- Meeting with candidates, cooperating teachers, school administrators, and University supervisors to resolve issues during student teaching.

II.O. EVALUATION OF TEACHER CANDIDATE PERFORMANCE

II.P. STUDENT DISPOSITIONS

The EPP uses the Candidate Preservice Assessment of Student Teaching (CPAST), a dispositions survey used by 14 state universities in Ohio. The University supervisor, cooperating teacher, and teacher candidate complete the disposition survey throughout the semester. All candidates must meet the disposition standards.

II.Q. DUE PROCESS PROCEDURES FOR REMOVAL

1. Candidates removed from student teaching placement for failure to demonstrate the appropriate dispositions or fulfill responsibilities outlined in the handbook:
    i. **Will not** be reassigned within the same semester.
    ii. Must withdraw from student teaching and Capstone course.
    iii. Must meet with the appropriate program coordinator for a remediation plan, which may include additional coursework.
    iv. May file an academic grievance with the chair of the department if they feel the process was not handled fairly.

2. Candidates removed from student teaching placement for an offense that puts at risk the emotional, mental, psychological, or physical well-being of a child in their care:

    i. **Will not** be reassigned that same semester.
    ii. Must withdraw from student teaching and Capstone course.
    iii. Will be in danger of being removed from the teacher preparation program.
    iv. May file an academic grievance with the chair of the department if they feel the process was not handled fairly.

3. Candidates removed from student teaching placement for the second time:
    i.   **Will not** be reassigned that same semester.
    ii.   Must withdraw from student teaching and Capstone course.
    iii. Will be in danger of being removed from the teacher preparation program.
    iv.   May file an academic grievance with the chair of the department if they feel the process was not handled fairly.

CANDIDATE/COLLEGE SUPERVISOR AGREEMENT
STUDENT TEACHING PLACEMENT

TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION

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

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

- Attendance
- Effective communication
- Work ethic
- Professional and personal expectations
- Candidate responsibility

_____ In addition, I have been provided phone numbers and email addresses of my University supervisor as an additional means of fulfilling this assignment to the best of my capabilities.

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

- Warrants police action.
- Fails to comply with the responsibilities of this assignment.
- Demonstrates a lack of integrity.
- Puts the school district/campus to which you are assigned, Central State University, or a student in harm's way.

Student signature _____ Date _____

TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION

CHECKLIST FOR CANDIDATE STUDENT TEACHING OBSERVATION

Subject _____ Date _____

_____1. Is my plan complete, aligned, developmentally appropriate, sequenced, and approved by the classroom teacher?

_____2. Are my materials ready? Do I have extra copies? Are all materials readily available?

_____3. Are my objectives written and displayed where all the students can see them?

_____4. Am I mentally prepared for any possible events that may occur?

_____5. Have I read the book, played the game, or completed the worksheet prior to teaching the lesson?

_____6. Have I made the modifications for special needs students?

_____7. Have I mentally rehearsed each part of the lesson?

_____8. Have I anticipated the time so that my pacing will be appropriate for the students, the learning, and the activity?

_____9. What is my plan for redirecting off-task behavior?

____10. Does my evaluator have a copy of the lesson plan, seating chart, textbook, student handouts, etc.?

KEY ASSESSMENT — LESSON PLAN FORMAT

TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION

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

Lesson plan title: _____

Date: _____   **Number of days covered**: _____

Subject: _____   **Grade level**: _____

Standards addressed: *Ohio Content Standards/National Content or District Curriculum Standards.*

Specific observable/measurable learning objectives: *Use Bloom's Taxonomy to ensure higher levels of thinking are required. Students will complete or master at what level of proficiency?*

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

Evaluation of student learning: *What evaluation strategies will you use? How does evaluation align with 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 and 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 regarding 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?*

KEY ASSESSMENT — LESSON PLAN RUBRIC

TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION

Teacher candidate _____ **PK-12 school** _____

Cooperating teacher _____ **Date** _____

University supervisor _____

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

3   **Exceeds expectations:** Consistently exceeds expectations for a beginning teacher. Reserved for those few candidates who go beyond expected performances and demonstrate outstanding instructional skills regarding preparation, delivery, and assessment at least 90% of the instructional period.

2   **Meets expectations:** Consistently meets expectations for a beginning teacher. The teacher candidate consistently applies expected knowledge and skills with impact on student learning and uses data to inform instruction at least 80% of the instructional period.

1   **Emerging:** Usually meets expectations for a beginning teacher. The teacher candidate applies expected knowledge and skills with impact on student learning and uses data to inform instruction at least 70% of the instructional period.

0   **Does not meet expectations:** Does not demonstrate minimum expectations for a beginning teacher. The teacher candidate has not satisfactorily demonstrated expected knowledge and skills with impact on student learning. Significant improvement is needed.

Goals/objectives:

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

Assessment:

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

Instructional design and implementation:

Ohio and/or National Standards listed	3	2	1	0
Follows a logical sequence	3	2	1	0
Includes evidence of deliberate checking for understanding	3	2	1	0
Is developmentally appropriate (intellectually, socially, 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 the needs of various students	3	2	1	0
Includes use of available technology in teaching	3	2	1	0
Includes use of technology by PK-12 students for monitoring their progress	3	2	1	0
Required materials for the lesson are listed	3	2	1	0
Key or new vocabulary terms are clearly included in the lesson	3	2	1	0
Homework or home connections are provided	3	2	1	0
Closure of lesson is provided	3	2	1	0
Identifies connections between past, present, and future learning	3	2	1	0

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

Active inquiry and learner-centered	Lesson design includes most procedures that actively engage students in questioning concepts, developing learning strategies, seeking resources, and conducting independent investigations.	Lesson design includes some procedures that actively engage students in questioning concepts, developing learning strategies, seeking resources, and conducting independent investigations.	Lesson design includes some procedures for engaging students in active inquiry, but most procedures rely on passive, rote, or recall strategies for the learner.	Lesson does **not** include procedures for engaging students in active inquiry.
Technology	Technology is integrated throughout instruction and makes a meaningful contribution to learning (e.g., it has a purpose or was needed) or a clear, detailed rationale is given why it is inappropriate to use technology in this lesson.	Technology is integrated throughout instruction or makes a meaningful contribution to learning (e.g.,it has a purpose or was needed) or a clear rationale is given for why it is inappropriate to use technology in this lesson.	Use of technology is limited (e.g., one time or for only short periods) or is used without regard to learning outcomes (e.g., an add-on just to fulfill the requirement) **OR** 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 without regard to learning outcomes (e.g., an add-on just to fulfill the requirement) **OR** an inaccurate or indefensible rationale is given for why it is inappropriate to use technology in this lesson.
Technology use by PK-12 students 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 or activity and to monitor their progress. Teacher candidate facilitates and helps students to use technology in an ethical manner.	Lesson includes use of technology by PK-12 students to complete required assignment or activity. There is limited opportunity to monitor progress by students. Teacher candidate facilitates and helps students for using technology in an ethical manner.	Lesson includes limited use of technology by PK-12 students to complete required assignment or activity. There is limited opportunity to monitor progress by students. Teacher candidate occasionally facilitates and 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 or activity. There is no opportunity to monitor progress by students. Teacher candidate does not facilitate and help students for using technology in an ethical manner.
Critical thinking	The teacher deliberately incorporates critical thinking techniques into the lesson **AND** encourages independent exploration of student ideas to enhance critical thinking.	The teacher deliberately incorporates into the lesson critical thinking techniques **OR** encourages independent exploration of student ideas to enhance critical thinking.	The teacher encourages critical thinking when situations occur naturally in the classroom. The teacher does **NOT** deliberately explore ways to enhance critical thinking.	Critical thinking techniques are not built into the lesson, and no opportunities arise during the lesson to encourage critical thinking, so there is no evidence that critical thinking is encouraged.

Unit writing outcome genre and disciplinary conventions *(formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields)*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing tasks(s), including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing tasks(s), including organization, content, presentation, formatting, and stylistic choices.	Follows expectations particular to a specific discipline and/or writing task(s) for basic organization and content presentation.	Attempts to use consistent system for basic organization and presentation.
Unit writing outcome control of syntax and mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Total points earned   _____

Comments:

_____

_____

OBSERVATION CONSENSUS

TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION

Student teacher _____ Date _____

Clinical faculty _____ University supervisor_____

Pedagogy	
Domain	**Rubric score**
Planning for instruction and assessment	
A. Focus for learning: standards and objectives/targets	
B. Materials and resources	
C. Assessment of P–12 learning	
D. Differentiated methods	
Instructional delivery	
E. Learning target and directions	
F. Critical thinking	
G. Checking for understanding and adjusting instruction through formative assessment	
H. Digital tools and resources	
I. Safe and respectful learning environment	
Assessment	
J. Data-guided instruction	
K. Feedback to learners	
L. Assessment techniques	
Analysis of teaching	
M. Connections to research and theory	
Professional dispositions form	
Professional commitment and behaviors	
A. Participates in professional development (PD)	
B. Demonstrates effective communication with parents or legal guardians	
C. Demonstrates punctuality	
D. Meets deadlines and obligations	
E. Preparation	
Professional relationships	
F. Collaboration	
G. Advocacy to meet the needs of learners or for the teaching profession	
Critical thinking and reflective practice	
H. Responds positively to feedback and constructive criticism	
Goals for student teacher's continued growth: **1.** **2.** *Add additional sheets for additional goals as needed.*	

CENTRAL STATE UNIVERSITY
KEY ASSESSMENT — STUDENT TEACHING OBSERVATION INSTRUMENT (CPAST)
Valid and reliable instruments for Educator Preparation Programs (VARI-EPP)
TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION

Teacher candidate		**PK-12 school**	
Cooperating teacher		**Date**	
University supervisor			
Number of students on IEPs	**Length of observation**	**Grade level(s)**	

Observation # 1   2   3   4

Scoring rubric:

3   **Exceeds expectations:** Consistently exceeds expectations for a beginning teacher. Reserved for those few candidates who go beyond expected performances and demonstrate outstanding instructional skills regarding preparation, delivery, and assessment at least 90% of the instructional period.

2   **Meets expectations:** Consistently meets expectations for a beginning teacher. The teacher candidate consistently applies expected knowledge and skills with impact on student learning and uses data to inform instruction at least 80% of the instructional period.

1   **Emerging:** Usually meets expectations for a beginning teacher. The teacher candidate applies expected knowledge and skills with impact on student learning and uses data to inform instruction at least 70% of the instructional period.

0   **Does not meet expectations:** Does not demonstrate minimum expectations for a beginning teacher. The teacher candidate has not satisfactorily demonstrated expected knowledge and skills with an impact on student learning. Significant improvement is needed.

Directions: The form will be used *four times* by the clinical faculty and University supervisor during the course of the term and will be available in the UDS.
1) There must be two observations by the end of week six (mid-term) of the student teaching experience.
2) There must be two observations by the end of week 12 (final) of the student teaching experience.
3) There must be a three-way conference between the clinical faculty, University supervisor, and teacher candidate after each observation.

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

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

Item	Exceeds expectations (3 points)	Meets expectations (2 points)	Emerging (1 point)	Does not meet expectations (0 points)	Row score
— Planning for instruction and assessment					
A. Focus for learning: standards and objectives /targets	Plans align to: 1. Appropriate Ohio Learning Standards 2. Measureable goals 3. Standards, objectives/targets, and learning tasks are consistently aligned with one another. 4. Articulates objectives/targets that are appropriate for learners and attends to appropriate developmental progressions relative to age and content area.	Plans align to: 1. Appropriate Ohio Learning Standards 2. Measurable goals 3. Standards, objectives/targets and learning tasks, are consistently aligned with one another 4. Articulates objectives/targets that are appropriate for learners	Plans align to: 1. Appropriate Ohio Learning Standards 2. Some measureable goals 3. Standards, objectives/targets, and learning tasks are loosely or are not consistently aligned with one another 4. Articulates some objectives/targets that are appropriate for learners	Plans do not align to: 1. Appropriate Ohio Learning Standards 2. Goals that are measurable 3. Standards, objectives/targets, and learning tasks are not aligned with one another 4. Does not articulate objectives/targets that are appropriate for learners	_____
B. Materials and resources	Uses a variety of materials and resources that: 1. Align with all objectives/targets 2. Make content relevant to learners 3. Encourage individualization of learning	Uses a variety of materials and resources that: 1. Align with all objectives/targets 2. Make content relevant to learners	Uses materials and resources that: 1. Align with some of the objectives/targets	Materials and resources: 1. Do not align with objectives/targets	_____
C. Assessment of PK-12 learning	Plans a variety of assessments that: 1. Provide opportunities for learners of all abilities to illustrate competence (whole class)	Plans a variety of assessments that: 1. Provide opportunities for learners to illustrate competence (whole class) 2. Align with the Ohio Learning Standards	Planned assessments: 1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the Ohio Learning Standards	Planned assessments: 1. Are not included **OR** 2. Do not align with the Ohio Learning Standards	_____

Item	Exceeds expectations (3 points)	Meets expectations (2 points)	Emerging (1 point)	Does not meet expectations (0 points)	Row score
	2. Align with the Ohio Learning Standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. Promote learner growth	3. Are culturally relevant and draw from learners' funds of knowledge			
D. Differentiated methods	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 5. Differentiation of instruction that supports learner development 6. 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 4. Differentiation of instruction supports learner development 5. Organizes instruction to ensure content is comprehensible and relevant for learners	Lessons make an attempt to build on, but are not completely successful at, connecting to: 1. Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Differentiation of instruction is minimal 5. Organizes instruction to ensure content is comprehensible for learners	Lessons do not build on or connect to: 1. Learners' prior knowledge 2. Explanations given are illogical or inaccurate as to how the content connects to previous and future learning 3. Differentiation of instruction is absent	_____
Instructional delivery					
E. Learning target and directions	1. Articulates accurate and coherent learning targets 2. Articulates accurate directions/ explanations throughout the lesson	1. Articulates an accurate learning target 2. Articulates accurate directions/ explanations 3. Sequences learning experiences appropriately	1. Articulates an inaccurate learning target 2. Articulates inaccurate directions/ explanations	1. Does not articulate the learning target 2. Does not articulate directions/ explanations	_____

Item	Exceeds expectations (3 points)	Meets expectations (2 points)	Emerging (1 point)	Does not meet expectations (0 points)	Row score
	3. Sequences learning experiences appropriately				
F. Critical thinking	Engages learners in critical thinking in local and/or global contexts that: 1. Fosters problem-solving 2. Encourages conceptual connections 3. Challenges assumptions	Engages learners in critical thinking that: 1. Fosters problem solving 2. Encourages conceptual connections	Introduces and/or models critical thinking that: 1. Fosters problem-solving 2. Encourages conceptual connections	Does not introduce and/or model critical thinking that: 1. Fosters problem solving 2. Encourages conceptual connections	____
G. Checking for understanding and adjusting instruction through formative assessment	1. Checks for understanding (whole class/group **AND** individual learners) during lessons using formative assessment 2. Differentiates through planned and responsive adjustments (whole class/group and individual learners)	1. Checks for understanding (whole class/group) during lessons using formative assessment 2. Differentiates through adjustments to instruction (whole class/group)	1. Inconsistently checks for understanding during lessons using formative assessment 2. Adjusts instruction accordingly, but adjustments may cause additional confusion	1. Does not check for understanding during lessons using formative assessment 2. Does not make any adjustments based on learners' responses	____
H. Digital tools and resources	Discusses **AND** uses a variety of developmentally appropriate technologies (digital tools and resources) that: 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration	Discusses **AND** uses developmentally appropriate technologies (digital tools and resources) that: 1. Are relevant to learning objectives/targets of the lesson 2. Engage learners in the demonstration of knowledge or skills	Discusses developmentally appropriate technologies (digital tools and resources) that: 1. Are relevant to learning objectives/ targets of the lesson 2. Technology is not available	One of the following: 1. Does not use technologies (digital tools and resources) that engage learners, but technology is available in the setting 2. Use of technologies is not relevant to the learning	____

Item	Exceeds expectations (3 points)	Meets expectations (2 points)	Emerging (1 point)	Does not meet expectations (0 points)	Row score
	of knowledge or skills 3. Extend learners' understanding of concepts			objectives/ targets of the lesson 3. Does not discuss technologies and technology is not available in the setting	
I. Safe and respectful learning environment	1. Actively involves learners to create and manage a safe and respectful learning environment using routines and transitions 2. Establishes and promotes constructive relationships to equitably engage learners 3. Uses research-based strategies to maintain learners' attention (individual and whole group)	1. Manages a safe and respectful learning environment using routines and transitions 2. Establishes and promotes constructive relationships to equitably engage learners 3. Uses research-based strategies to maintain learners' attention (individual and whole group)	1. Attempts to manage a safe learning environment using routines and transitions 2. Attempts to establish constructive relationships to engage learners 3. Attempts to use constructive strategies to maintain learners' attention (individual and whole group)	1. Does not manage a safe learning environment 2. Does not establish constructive relationships to engage learners 3. Does not use constructive strategies to maintain learners' attention (individual and whole group)	____
			Assessment		
J. Data-guided instruction	1. Uses data-informed decisions (trends and patterns) to set short- and long-term goals for future instruction and assessment 2. Uses contemporary tools for learner data record-keeping and analysis	1. Uses data-informed decisions to design instruction and assessment 2. Uses contemporary tools for learner data record-keeping	1. Uses minimal data to design instruction and assessment	1. Does not use data to design instruction and assessment	____

Item	Exceeds expectations (3 points)	Meets expectations (2 points)	Emerging (1 point)	Does not meet expectations (0 points)	Row score
K. Feedback to learners	Provides feedback that: 1. Enables learners to recognize strengths and areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is individualized 5. Provides timely feedback, guiding learners on how to use feedback to monitor their own progress	Provides feedback that: 1. Enables learners to recognize strengths or areas for improvement 2. Is comprehensible 3. Is descriptive 4. Provides timely feedback	Provides minimal feedback that: 1. Enables learners to recognize strengths or areas for improvement 2. Feedback is provided in a somewhat timely fashion	Does not provide feedback that: 1. Enable learners to recognize strengths or areas for improvement 2. Feedback is not provided in a timely fashion	____
L. Assessment techniques	Evaluates and supports learning through assessment techniques that are: 1. Developmentally appropriate 2. Formative and summative 3. Diagnostic 4. Varied	Evaluates and supports learning through assessment techniques that are: 1. Developmentally appropriate 2. Formative and summative	Assessment techniques are: 1. Developmentally appropriate 2. Formative or summative	Assessment techniques are: 1. Developmentally inappropriate 2. Not used	____

Analysis of teaching					
M. Connections to research and theory	1. Discusses, provides evidence of, and justifies connections to educational research and/or theory 2. Uses research and/or theory to explain their PK-12 learners' progress	1. Discusses and provides evidence of connections to educational research and/or theory	1. Mentions connections to educational research and/or theory	1. No connections or inaccurate connections to educational research and/or theory	____

Professional Dispositions Evaluation

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

Item	Exceeds expectations (3 points)	Meets expectations (2 points)	Emerging (1 point)	Does not meet expectations (0 points)	Row score
Professional Commitment and Behaviors					
A. Participates in professional development (PD)	1. Participates in at least one professional development (PD) opportunity (e.g., workshops, seminars, attending a professional conference, joining a professional organization) 2. Provides evidence of an increased understanding of the teaching profession as a result of PD 3. Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching	1. Participates in at least one professional development opportunity (e.g., workshop, seminar, attending a professional conference) 2. Provides evidence of an increased understanding of the teaching profession as a result of the PD	1. Participates in at least one professional development opportunity (e.g., workshop, seminar, attending a professional conference)	1. Does not participate in any professional development opportunity (e.g., workshop, seminar, attending a professional conference)	____
B. Demonstrates effective communication with parents or legal guardians	1. Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) 2. Provides information about PK-12 learning to	1. Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) 2. Provides information	1. Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)	1. Does not provide evidence of communication with parents or legal guardians	____

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

| | handouts, resources, etc.)
2. Materials are easily accessible and organized
3. Prepared for the unexpected and flexible | handouts, resources, etc.)
2. Materials are easily accessible and organized | manipulatives, handouts, resources, etc.)
2. Materials are easily accessible or organized | handouts, resources, etc.)
2. Materials are not organized or easily accessible | |

Professional relationships					
F. Collaboration	1. Demonstrates collaborative relationships with cooperating teacher and/or members of the school community (other teachers, school personnel, administrators, etc.) 2. Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners	1. Demonstrates collaborative relationships with cooperating teacher and/or members of the school community (other teachers, school personnel, administrators, etc.) 2. Attempts to work with and learn from colleagues in planning and implementing instruction	1. Demonstrates collaborative relationships with cooperating teacher and/or members of the school community (other teachers, school personnel, administrators, etc.)	1. Does not demonstrate collaborative relationships with cooperating teacher and/or members of the school community (other teachers, school personnel, administrators, etc.)	____
G. Advocacy to meet the needs of learners or for the teaching profession	Recognizes and articulates specific areas in need of advocacy, including the: 1. Needs of learners (e.g., academic, physical, social, emotional, and cultural needs; or adequate resources, equitable opportunities) 2. Needs of the teaching profession (e.g., technology integration, research-based practices) 3. Appropriate action(s) based upon identified needs while following district protocols	Recognizes and articulates specific areas in need of advocacy, including the: 1. Needs of learners (e.g., academic, physical, social, emotional, and cultural needs; or adequate resources, equitable opportunities) 2. Needs of the teaching profession (e.g., technology integration, research-based practices)	Recognizes areas in need of advocacy, but cannot articulate the: 1. Needs of learners (e.g., academic, physical, social, emotional, and cultural needs; or adequate resources, equitable opportunities) 2. Needs of the teaching profession (e.g., technology integration, research-based practices)	Does not recognize areas in need of advocacy, including the: 1. Needs of learners (e.g., academic, physical, social, emotional, and cultural needs; or adequate resources, equitable opportunities) 2. Needs of the teaching profession (e.g., technology integration, research-based practices)	____
Critical thinking and reflective practice					
H. Responds positively to feedback and constructive criticism	Is receptive to: 1. Feedback, constructive criticism and supervision and responds professionally 2. Incorporates feedback (e.g., from cooperating	Is receptive to: 1. Feedback, constructive criticism and supervision and responds professionally	Is receptive to: 1. Feedback, constructive criticism and supervision	Is not receptive to: 1. Feedback, constructive criticism and supervision 2. Does not incorporate feedback	____

	teacher, University supervisor) to improve practice 3. Proactively seeks opportunities for feedback from other professionals	2. Incorporates feedback (e.g., from cooperating teacher, University supervisor) to improve practice	2. Incorporates feedback inconsistently		
What went well? Areas of strength?					
Possible opportunities for growth					

Goals for improvement: pedagogy and dispositions

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

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

Connection to 3-way form	**Goal** (must have a minimum of one goal) **with details**
L. Assessment: Feedback to Learners	*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.*
	1.
	2.

Comments

CSU STUDENT TIME SHEET: STUDENT TEACHING: SUBMIT TO UNIVERSITY SUPERVISOR

Candidate name_____ School _____ Grade _____Course _____

Date	Sign-in time	Sign-out time	Candidate signature	Cooperating teacher signature

Methods/student teaching professional behaviors and dispositions by University supervisor and cooperating teacher

☐ Mid-term   ☐ Final

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

A. Professional behaviors	Almost always	Frequently	Occasionally	Rarely/ never	N/A
	3	2	1	0	
Displays positive attitude					
Demonstrates enthusiasm for the work of teaching and learning					
Shows respect for classmates, colleagues, instructors, families, and communities					
Maintains confidentiality					
Demonstrates flexibility					
Builds rapport with PK-12 students, classmates, and instructors					
Demonstrates punctuality in all professional responsibilities, including coursework					
Dresses professionally					
Other:					

B. Professional dispositions	Almost always	Frequently	Occasionally	Rarely/ never	N/A
	3	2	1	0	
Recognizes individual PK-12 student's strengths and then builds on those strengths to enhance the learning of all students					
Fosters each PK-12 student's deeper understanding of the content through relevant learning experiences					
Self-analyzes to improve instructional practices					
Responds positively to circumstances for addressing culture, gender, language, abilities, and ways of knowing					
Collaborates with colleagues, classmates, families, teachers, and community members to promote PK-12 student learning					
Other:					

CENTRAL STATE UNIVERSITY, COLLEGE OF EDUCATION
COOPERATING TEACHER EVALUATION OF PROGRAM

Teachers as reflective educators

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

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

Teacher candidate name: _____

School district: _____

Building: _____

Semester _____ Year _____ Ethnicity _____ Gender _____

Please identify the candidate's program area:

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

Please use the scale below to rate each item.

Frequently 3	Occasionally 2	Rarely 1	Never 0

Rate the extent to which the Educator Preparation Program at Central State University prepared the teacher candidate to demonstrate teaching expertise in the following ways:

1. Plan for instruction and assessment

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

2. Instruct and engage the focus learner

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

3. Assess learning

a. Used multiple methods of assessment appropriate to individual students (including interpretation of results and integration of information) in their instruction	○3	○2	○1	○0
b. Used formal and informal assessment techniques to evaluate learning and instruction	○3	○2	○1	○0
c. Used content knowledge of various assessment strategies to help all students learn	○3	○2	○1	○0
d. Provided timely constructive feedback to all learners	○3	○2	○1	○0

4. Demonstrate good dispositions

a. Addressed and promoted issues of equity for all learners	○3	○2	○1	○0
b. Engaged in opportunities for professional growth	○3	○2	○1	○0
c. Engaged in ongoing collaboration with colleagues, administrations, other school personnel, parents and/or school community	○3	○2	○1	○0

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

_____

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CENTRAL STATE UNIVERSITY, COLLEGE OF EDUCATION

COOPERATING TEACHER EVALUATION OF UNIVERSITY SUPERVISOR

TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION

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

Teacher candidate name: _____

University supervisor name: _____

Cooperating teacher name: _____

School district: _____

Building: _____

Please identify the candidate's program area:

❍ AYA Language Arts   ❍ Intervention Specialist

❍ AYA Social Studies   ❍ Middle Childhood

❍ AYA Mathematics   ❍ Music Education

❍ AYA Life Science   ❍ Early Childhood Education

❍ AYA Physical Science   ❍ AgED Education

| Almost always 3 | Frequently 2 | Occasionally 1 | Rarely/never 0 |

Rate the extent to which the University supervisor exhibited the following behaviors.

Shared with you the expectations for the student teacher's performance in the classroom before each observation	❍3	❍2	❍1	❍0	❍n/a
Provided multiple means for you to communicate with them, such as email, phone, texting, or face-to-face interaction, and responded in some way within two days	❍3	❍2	❍1	❍0	❍n/a
Participated in scheduled joint consultation sessions with the student teaching candidate and the cooperating teacher	❍3	❍2	❍1	❍0	❍n/a
Offered you the opportunity to reflect on the student's performance after each classroom observation before receiving your written evaluation	❍3	❍2	❍1	❍0	❍n/a
Held an interactive conference with you after each formal observation (or within one week)	❍3	❍2	❍1	❍0	❍n/a
Shared specific strategies with you that addressed strengths and weaknesses in their feedback about student's performance in the classroom	❍3	❍2	❍1	❍0	❍n/a
Asked you for ways they can help support you	❍3	❍2	❍1	❍0	❍n/a

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

	Yes	No
Did the University supervisor observe the student teacher teaching four times and provide written feedback within five days to the student teacher and make it available to me for review?	❍	❍
Did the University supervisor observe a complete lesson during each observation time?	❍	❍
Was a conference held with the University supervisor and cooperating teacher at the beginning of the teaching assignment, and did the University supervisor provide the cooperating teacher with a handbook and training?	❍	❍
Did the University supervisor inform you of all policies, procedures, and evaluation forms related to the Central State College of Education Student Teaching Program?	❍	❍

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

CENTRAL STATE UNIVERSITY, COLLEGE OF EDUCATION

CANDIDATE EVALUATION OF COOPERATING TEACHER

TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION

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

Cooperating teacher name:

Placement school:

Grade level(s) you are teaching:

O	PK	O	K	O	1	O	2	O	3	O	4	O	5
O	6	O	7	O	8	O	9	O	10	O	11	O	12

Your program area:

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

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

Almost always	Frequently	Occasionally	Rarely/never	n/a
3	2	1	0	

Shared with you their expectations for working with a student teacher	O3	O2	O1	O0	On/a
Demonstrated and discussed a range of classroom management techniques and experiences related to discipline situations	O3	O2	O1	O0	On/a
Demonstrated and shared different teaching strategies and techniques for effective student learning for different styles and ability levels	O3	O2	O1	O0	On/a
Provided opportunities for you to participate in the teaching process, school duties, events, and conferences	O3	O2	O1	O0	On/a
Supported you in the classroom during daily duties/expectations and assisted if needed	O3	O2	O1	O0	On/a
Informed you of and encouraged you to attend professional development opportunities	O3	O2	O1	O0	On/a
Included you in parent-teacher conferences and IEP meetings when permitted by school policies	O3	O2	O1	O0	On/a
Phased in your teaching responsibilities over time and did not leave you for long periods of time/days on your own from early in your assignment before full-time teaching	O3	O2	O1	O0	On/a
Modeled effective organization and professional skills	O3	O2	O1	O0	On/a
Expressed a desire to host other student teachers in the future	O3	O2	O1	O0	On/a

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

CENTRAL STATE UNIVERSITY, COLLEGE OF EDUCATION

CANDIDATE EVALUATION OF UNIVERSITY SUPERVISOR

TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION

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

University supervisor name: _____

Your program area:

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

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

❍ 1   ❍ 2   ❍ 3
❍ 4   ❍ 5   ❍ 6

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

❍ 1   ❍ 2   ❍ 3
❍ 4   ❍ 5   ❍ 6

Almost always	Frequently	Occasionally	Rarely/never	n/a
3	**2**	**1**	**0**	

Rate the extent to which the University supervisor exhibited the following behaviors.

Shared the expectations for your performance in the classroom before each observation	❍3	❍2	❍1	❍0	❍n/a
Provided multiple means for you to communicate with them, such as email, phone, texting or face-to-face interaction and responded to you in some way within 1 day	❍3	❍2	❍1	❍0	❍n/a
Offered you the opportunity to self-reflect about your classroom experiences during your weekly seminars	❍3	❍2	❍1	❍0	❍n/a
Responded to your needs, e.g., advocated for you, assisted you with solving problems and developing plans)	❍3	❍2	❍1	❍0	❍n/a
Offered you the opportunity to self-reflect on your performance after each classroom observation before receiving your written evaluation	❍3	❍2	❍1	❍0	❍n/a
Held an interactive conference with you after each of your observations or within one week of it	❍3	❍2	❍1	❍0	❍n/a
Shared specific strategies that addressed your strengths and weaknesses in their feedback about your performance in the classroom	❍3	❍2	❍1	❍0	❍n/a
Initiated/asked for ways they could help support you	❍3	❍2	❍1	❍0	❍n/a

Please select Yes or No in answering the following questions about the University Supervisor.

	Yes	No
Did the University supervisor observe you teaching four times and provide written feedback within a five-day window of time?	❍	❍
Did the University supervisor observe you teaching a complete lesson during each observation time?	❍	❍
Was a preliminary conference held with the University supervisor and cooperating teacher at the beginning of the teaching assignment?	❍	❍

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

_____

_____

_____

APPENDIX A-14

CENTRAL STATE UNIVERSITY, COLLEGE OF EDUCATION

TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTION

UNIVERSITY SUPERVISOR EVALUATION OF COOPERATING TEACHER

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

Teacher candidate name: _____
University supervisor name: _____
Cooperating teacher name: _____
School district: _____
Building: _____

Please identify the candidate's program area from the following:

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

| Almost always 3 | Frequently 2 | Occasionally 1 | Rarely/never 0 | n/a |

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

Behavior	3	2	1	0	n/a
Identified the candidates' strengths and areas of improvement in respect to identified teaching lessons	❍3	❍2	❍1	❍0	❍n/a
Provided multiple means for you to communicate with them, such as email, phone, texting, or face-to-face interaction and responded to you in some way within two days	❍3	❍2	❍1	❍0	❍n/a
Participated in scheduled joint consultation sessions with the student teaching candidate and the University supervisor	❍3	❍2	❍1	❍0	❍n/a
Explained the methods and procedures of recordkeeping, reporting to parents, evaluating, grading students, and encouraging students to engage in new and creative strategies	❍3	❍2	❍1	❍0	❍n/a
Worked closely with you and immediately call attention to any situation that was not productive for the student teacher, the students, or the cooperating teacher?	❍3	❍2	❍1	❍0	❍n/a
Prepared their class for the teacher candidate, including expectations for appropriate behavior and for the teacher candidate's increased responsibility for teaching and learning	❍3	❍2	❍1	❍0	❍n/a
Offered the teacher candidate the opportunity to self-reflect, evaluate their teaching, and offer suggestions for improvement	❍3	❍2	❍1	❍0	❍n/a
Asked you for ways they could help support you	❍3	❍2	❍1	❍0	❍n/a

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

	Yes	No
Did the cooperating teacher explain the policies and procedures of the classroom and school to the teacher candidate during the initial meeting?	❍	❍
Did the cooperating teacher plan a well-balanced program of learning activities that allowed the candidate to observe, reflect, and assess their teaching performance?	❍	❍
Did the cooperating teacher offer constructive feedback based on observation and assessment of lessons taught by the candidate?	❍	❍
Did the cooperating teacher collaborate with the University supervisor in the assessment and evaluation of the teacher candidate's performance?	❍	❍

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

_____
_____
_____

CENTRAL STATE UNIVERSITY, COLLEGE OF EDUCATION

TEACHER CANDIDATE USE OF TECHNOLOGY EVALUATION BY COOPERATING TEACHER

TEACHERS AS REFLECTIVE EDUCATORS WHO PRACTICE EVIDENCE-BASED INSTRUCTIO"

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

Teacher candidate name: _____

Your name: _____

School district: _____

Building: _____

Please identify the candidate's program area:

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

Exceeds expectations 3	Meets expectations 2	Emerging 1	Does not meet expectations 0	n/a

Please use the rating scale to indicate how effectively the teacher candidate used each of the technologies.

Equipment

Camcorder	O3	O2	O1	O0	On/a
Digital camera	O3	O2	O1	O0	On/a
Handhelds (PDAs, graphing calculator)	O3	O2	O1	O0	On/a
iPad	O3	O2	O1	O0	On/a
Overhead projector (ELMO, etc.)	O3	O2	O1	O0	On/a
SMART Board	O3	O2	O1	O0	On/a
VCR/DVD	O3	O2	O1	O0	On/a

Programs

Educational software	O3	O2	O1	O0	On/a
Electronic gradebook	O3	O2	O1	O0	On/a
Email	O3	O2	O1	O0	On/a
Internet resources for lessons	O3	O2	O1	O0	On/a
PowerPoint	O3	O2	O1	O0	On/a
Web-based activities	O3	O2	O1	O0	On/a
Word processing	O3	O2	O1	O0	On/a

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

_____

_____

_____

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APPENDIX B

FAQS

</center>

1. **What are dispositions?**

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

2. **What is clinical practice?**

   Clinical practice is the culmination of the educational foundation, methodology, and field experience components of the Educator Preparation Program. Student teaching is a cooperative effort between the University and cooperating school districts that provides candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrates the candidates' progressive development of the professional knowledge, skills, and dispositions needed to be effective educators. At Central State, students are required to complete at least 12 weeks of student teaching.

3. **What are some professional behaviors of successful teachers?**
   - Demonstrate respect and professional courtesy with all stakeholders.
   - Work collaboratively and establish collegial relationships with others.
   - Display professional dress and decorum at all times.
   - Exhibit expert knowledge in their content area.
   - Participate in professional development and strive for continuous improvement, both personally and professionally.
   - Stay abreast of best practices in education and use pedagogical strategies effectively.

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

   Teacher candidates should use their University-assigned email addresses and are responsible for frequently monitoring this email account for important information from Central State faculty, cooperating school representatives, the University supervisor and the director of Field and Clinical Experiences.

Source: CAEP Accreditation Handbook

All PK-11 students

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

Assessment

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

1. Defining learning outcomes.
2. Choosing a method or approach and using it to gather evidence of learning.
3. Analyzing and interpreting the evidence.
4. Using this information to improve student learning (adapted from the Western Association of Schools and Colleges glossary).

Certificate/licensure

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

1. Teach at a specific level or for a specialized discipline/population of students (e.g., middle grades, biology, English language learners, etc.).
2. Serve in a specific educational role in a school (e.g., principal, reading specialist, etc.).

Student teaching candidate

A student admitted to the College of Education who has met all requirements for student teaching.

Capstone

A culminating course that takes place in a candidate's final year of study and requires review, synthesis, and application of what the student has learned over the course of their preparation program. The Capstone course provides evidence for assessment of a range of outcomes and proficiencies.

Clinical educators

All educator preparation providers and PK-12 school-based individuals who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experience (e.g., University supervisor, cooperating teacher, mentor).

Clinical experiences

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

Clinical practice

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

Completer/program completer

Any candidate who exited a preparation program by successfully satisfying the requirements of the educator preparation provider.

Content knowledge diversity

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

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

Performance assessment

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

Professional development

Opportunities for educators to develop new knowledge and skills through professional learning activities and events, such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and field and clinical experience in PK-12 schools.

Stakeholder

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

Standards

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

Updated July 2024

APPENDIX D

Joshua I. Smith Center for Education and 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	220-B	6221	sevans
Stephanie	Administrative Assistant	211-B	6225	

Teacher Education Advisement and 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 Co-Chair	213-A	6065	lnguyen
Dr. Joe Nocera	Interim Department Co-Chair	213-E	6643	
Dr. Lillian Drakeford	Director, Field and 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	arahunanthan

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 Wetzel	HHP Faculty	163	6319	rwetzel

Art and Music Education — ROBESON HALL

Dr. Mervyn Joseph	Music Education	222	6614	mjoseph

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

College of Education Adjunct Faculty   @centralstate.edu

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