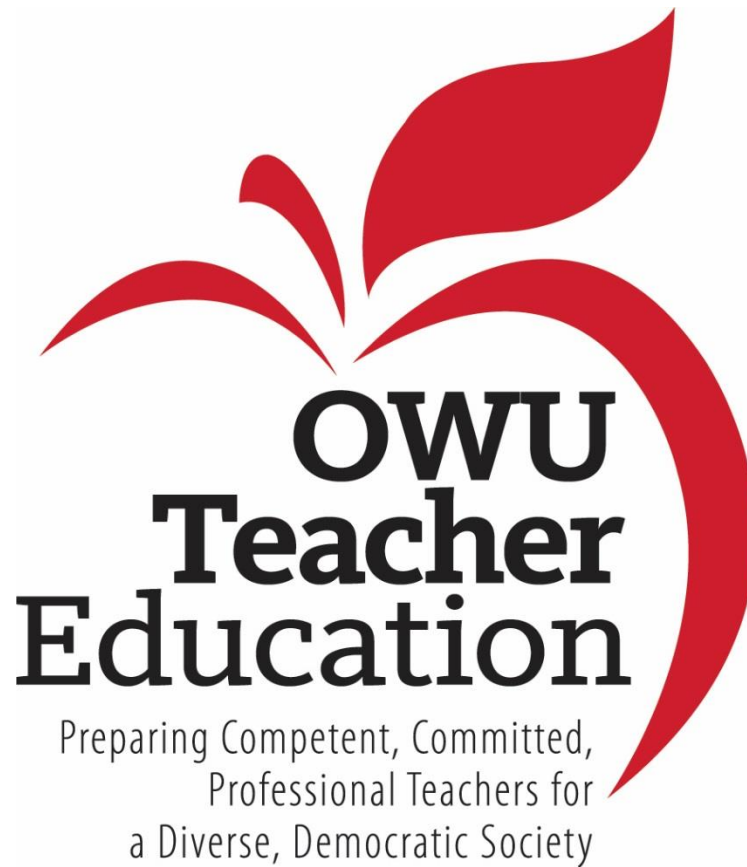


2021-2022  
**Student Teaching Handbook**  
Ohio Wesleyan University  
Teacher Education Unit



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# Teacher Education Unit Mission Statement

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

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

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

# Student Teaching Handbook

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# Introduction

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

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

## A Message from the Department Faculty

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

## Opportunities for Education Students

### Loan Forgiveness Program for Teachers

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

<https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher>

### Outstanding Senior Award

At the end of each academic year during the Student Teaching Celebration, the Education Department recognizes two students, one from the Education Major programs (Early Childhood, Middle Childhood, Special Education, and Integrated Science for Teachers), and one from the Education Minor programs (Adolescent to Young Adult and Multi-age), as "outstanding teacher education students with the potential to make a substantial contribution to the profession of teaching." The students receive a cash prize, a certificate from the department, and their names are recorded on a plaque hung in the department office.

### Eligibility

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

- Instructional excellence (CPAST, edTPA, and OWU Dispositional Assessment)
- High level of commitment to profession (going above and beyond requirements)
- Professional behavior

- Outstanding peer mentoring/leadership, and
- Student must be on track to complete student teaching and graduate during the academic year of the award.

Once nominated, the nominee must submit:

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

## **Kappa Delta Pi**

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

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

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

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

## **Curriculum Resource Center (CRC)**

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

Hours: 12:00 p.m. to 4:00 p.m. Monday – Thursday (subject to change)  
For Information, call: 740-368-3557

# Education Department Contact Information

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# Ohio Wesleyan University

## Teacher Education/ Licensure Program

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

### Summary of Conceptual Framework

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

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

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

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

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

# Ten Learning Outcomes for Teacher Candidates

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

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

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

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

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

# Education Department Programs

Ohio Wesleyan offers programs preparing students for teacher licensure at the early childhood, middle school, and high school levels. Students working toward the Early Childhood, Middle Childhood, Integrated Science or Special Education licenses pursue an OWU major in Education. Students pursuing one of the other two licenses will major in another department at Ohio Wesleyan and minor in Education. Ohio Wesleyan has programs leading to the following State of Ohio teacher licenses:

## Majors:

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

**Inclusive Elementary Education** leads to Dual Licensure:

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

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

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

Placement for field experiences and student teaching are in middle schools, grades 5, 6, 7, and 8.

The State Department of Education requires two of the following four concentrations: Reading and Language Arts

Mathematics

Science

Social Studies

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

## Minors:

**Adolescence to Young Adult Licensure Programs:** Grades 7-12

Integrated Language Arts License – English for Educators Major

Integrated Mathematics License – Mathematics Major

Integrated Social Studies License – History for Teachers Major

**Multi-Age Licensure Programs:** Grades PK-12

Drama/Theatre Arts License

Foreign Language: French & Spanish License

Music License

Visual Arts License

## **The Elementary Education Licensure Program**

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

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

## **The Inclusive Elementary Education Licensure Program**

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

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

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

## **The Middle Childhood Licensure Program**

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

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

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

## **The Special Education Licensure Program**

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

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

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

## **The Integrated Science Licensure Program**

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

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

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

### **The Adolescence to Young Adult and Multi-Age Licensure Programs**

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

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

# The Student Teaching Experience

## Candidate Eligibility for Student Teaching

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

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

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

## Guidelines for Student Teaching

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

During student teaching, teacher education candidates observe, participate, and teach in a regular classroom for an extended period under the supervision of experienced teachers from the school and university. **Student teachers are expected to teach a minimum of 15 weeks, where half of the weeks represent full-time teaching.** Ohio Wesleyan student teachers are expected to know their subject areas and use a variety of appropriate instructional strategies to help their students learn. Throughout the experience, student teachers should demonstrate growth in being comfortable with and appreciative of all students and be eager to contribute to the school, community, and teaching profession.



## **Objectives of Student Teaching**

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

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

## **Placement Procedures**

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

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

1. Diversity of experiences. This includes ensuring candidates have a mix of rural, urban, and suburban placements across their clinical experiences

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

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

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

# Roles & Responsibilities of the Student Teaching Team

## The Student Teacher

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

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

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

## How to Succeed as a Student Teacher

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

1. **Plan to focus all your attention and energy on student teaching.** Eliminate employment at this time; expect to grade and write lesson plans at night, and expect to be tired. Do not take other courses during student teaching except those that are required as a part of student teaching. Consider a reduction in campus and/or community activities and reserve time for school activities or community activities related to student teaching.
2. **Become acquainted with the building principal immediately.** Express your appreciation for your placement. During your time at the school, take advantage of opportunities to interact with the principal in a professional manner.
3. **Contact the Cooperating Teacher prior to your arrival.** Contact the Cooperating Teacher to confirm your reporting date and time of your arrival. Offer to come and visit with the teacher prior to reporting. Clarify that you will check in at the office first.
4. **Expect to follow the calendar and daily schedule that the Cooperating Teacher follows.** Clarify what hours are maintained by the Cooperating Teacher and plan accordingly. Always arrive on time! Lack of punctuality may impact employment references. Principals seldom employ teachers lacking in punctuality. If teacher in-service days and/or teacher workdays occur during student teaching, attend the training with the Cooperating Teacher. (You may attend before the semester begins on a volunteer basis.) Follow the holiday schedule for the student teaching site, even if it is different from the OWU schedule.

5. **From the beginning, look for ways to be helpful.** While student teachers will not have immediate teaching responsibilities, they can take attendance and lunch count, arrange desks or equipment with approval of the Cooperating Teacher, and assist a student who has trouble understanding a concept. They should assist with routine tasks without waiting to be told. They should also memorize student names during the first week to be more helpful.
6. **Introduce yourself to adults who enter the room or who you see in the teachers' lounge.** Faculty will appreciate the introduction and friendliness. Avoid talking about students or faculty while in the teachers' lounge.
7. **Treat support staff such as the school secretary, the custodian, cafeteria employees, and bus drivers with respect and courtesy.** These are important people whose assistance will be needed frequently.
8. **Remember that you are a guest in the classroom and in the school.** Guests do not rearrange furniture, dictate the family schedule, or reprimand the family for their communication style. A student teacher may disagree with a teacher's or principal's philosophy and/or methods but unless someone is hurt by abusive actions, a student teacher must refrain from criticism and remain courteous at all times. Confer with your OWU Education Supervisor if there are concerns. Never discuss these differences or concerns with other teachers or staff. Assume that anything you say about a teacher or administrator will be repeated to that person. Avoid negative comments because they are destructive and cannot be recalled.
9. **Expect to complete student teaching even if it is tough.** Changes in assignments will not occur because of student teacher and Cooperating Teacher differences in personalities or philosophies. These are problems that may occur among teaching team members in the future when a move will not be possible. Think of ways to improve the situation and resolve to try other ideas and methods at a later time. Be as congenial as possible to avoid being asked to leave a school or classroom.
10. **Dress like a professional to establish a positive prospective employee image that will convey maturity and self-confidence.** Student teachers are expected to follow the dress and appearance code set by the receiving school's administration. Cooperating teachers should feel free to make suggestions to student teachers any time it is felt that the student is not appropriately dressed or well groomed. Student teachers should avoid jeans and T-shirts even if the Cooperating Teacher wears this attire. Revealing clothing such as shorts, short skirts, sheer blouses/shirts, and low cut necklines should also be avoided. Student teachers who look the same age as the students they teach should be particularly careful to dress professionally.
11. **Limit the time you spend in the teachers' lounge.** Remember that this is not the appropriate time or place to discuss students or to critique faculty members.
12. **Maintain a professional relationship with students and parents.** Never take a student in your car. Avoid staying in a room with the door closed with one student. Always be sure that other adults are nearby and can see you when you talk with a student. Refrain from any type of touching that might be misinterpreted. Be cautious

about advising students about personal or family problems since counselors are usually available. Avoid discussing your own personal problems with students or parents.

13. **Respect the confidentiality of students, parents, and colleagues.** Student teaching presents many varied situations in which student teachers will be expected to make sound decisions. Student teachers should use discretion in their behavior. Refuse to discuss student records or problems, whether academic, behavioral, or personal, with another student or parent. Limit professional conversations about students to problem-solving sessions. Remember that confidentiality of student records is an ethical matter, and is mandated by law.
14. **Seriously consider purchasing health and professional liability insurance.** Medical expenses could prevent the completion of the student teaching semester. Although liability insurance is rarely needed, the peace of mind that it provides will be well worth the small amount of money required to purchase it. Some student teachers purchase liability insurance through private companies. Others purchase it by obtaining a student membership in professional education organizations such as the National Education Association or the American Federation of Teachers.
15. **Review the assessment forms that will be used for your observations, but don't worry about it.** Teachers perform better when they focus on the lesson and the students, rather than the detailed observation criteria.
16. **When you leave a placement, write thank you notes to the Principal, the Cooperating Teacher, and anyone else who was especially helpful.**
17. **Refrain from talking negatively** about a previous experience, the Cooperating Teacher, other teachers, the principal, or the school.
18. **Rely on your OWU (faculty) Education and/or Academic Supervisor(s).** These are the person/people with whom you may share negative concerns, fears, anything that bothers you, or anything you are really proud of!
19. **If a school district offers employment to begin during the student teaching experience, report this to your Education Supervisor immediately.** A student teacher may not be employed as or used as a substitute teacher during student teaching.

## **The Cooperating Teacher**

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

Each program in the OWU Teacher Education Unit reflects systematically-designed and explicitly-stated outcomes and competencies, supported by a specific knowledge base. Professional preparation programs are more than a mere collection of courses and experiences that candidates complete to receive a recommendation for initial licensure. Our preparation program is designed to prepare candidates to be *competent, committed, professional teachers for a diverse,*

*democratic society.* We encourage all Cooperating Teachers to read our Conceptual Framework and Learning Outcomes so that they understand our philosophies and goals for our candidates. Following are some important activities Cooperating Teachers can do to accomplish these goals.

### **Weekly Conferencing**

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

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

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

### **Assessment and Documentation**

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

### **Grading**

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

### **Planning and Guiding the Work of the Student Teacher**

There is no one thing that a student teacher can do that will ensure success more than planning in detail what he/she will do. The degree of accomplishment and the sense of enjoyment realized from the classroom will depend, in great measure, on the thoroughness with which the student

teacher has prepared and taken care to integrate the lesson plans with the general instructional program for the assigned students. In addition, the more the candidate puts into the student teaching experience, the greater likelihood that the first year of teaching will be successful.

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

### **The Importance of Lesson Planning**

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

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

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

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

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

## **Facilitating Good Classroom Management**

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

## **Planning the Assumption of Duties Schedule for the Student Teacher**

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

## **Working with the University Supervisor(s) and OWU**

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

## **Referencing Student Teachers for Employment**

Probably the most important part of a student's credentials is the written recommendation from the Cooperating Teacher. The Cooperating Teacher is in the best position to determine the student teacher's potential teaching performance and to evaluate his/her work professionally, because the student has been under that person's direct observation for an extended period of time. Therefore, we urge you to complete these references for your student teacher.

## **The University Supervisor**

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



## Orientation Meetings

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

## Observation Visits

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

- Observation
- Examination of lesson plans and other teaching materials
- Conference with cooperating teacher
- Conference with the student teacher

During the observation, the supervisor will be assessing the student teacher's progress as a *competent, committed, professional teacher for a diverse, democratic society*. Comments will be written on the candidate's Lesson Plans and other materials, providing feedback on instructional planning. Instructional feedback, lesson debriefing, and goal setting will be facilitated by the use of the post-observation page of the OWU Lesson Plan and the Formative Observation Rubric.

**Student Teachers will not be interrupted during teaching unless there is a concern for the safety of students.** Supervisors typically meet with the student teacher and cooperating teacher either singly or together, before leaving.

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

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

## Mid-Semester and Final Conferences

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

## Seminars

University Supervisors conduct weekly seminars at the university. These are designed to help student teachers reflect upon and deepen their understandings of teaching. Topics are typically decided upon by the faculty and are based on extensive knowledge and support student teachers need during various phases of the experience.

# Summary of the Roles and Responsibilities of the Student Teaching Team

## The Student Teacher will

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

## The Cooperating Teacher will

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

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

### **The University Supervisor(s) will**

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

# General Guidelines for Student Teaching

## Professional Behavior/Ethical Conduct

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

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

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

## Professional Attire

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

## Smoking Policy

All school property in the United States is subject to a strict smoking policy. The schools in Delaware County do not permit smoking in their buildings nor on school property. Since secondhand smoke has been shown to be especially harmful to children, smoking on school property indicates a lack of concern for the health of children. Some cooperating teachers have complained about student teachers who arrive smelling of smoke. The Education Department encourages all candidates preparing for careers in teaching to avoid smoking.

## **Attendance Policy**

The faculty members of the Education Department consider attendance an important indication of a candidate's dedication to the teaching profession. In addition, candidates who are absent miss continuity of instruction, as do the students they are teaching. As a result, consistent attendance and prompt arrival at the school is a requirement for continuation in the teacher education program. **There should be no unexcused absences.** Cooperating teachers and university supervisors must be notified of any illness or emergency prior to the school day. Excessive absences of any sort will lead to termination or extension of the student teaching experience. It is important to remember that even when absences are excused, the student teacher is missing experiences essential to success in student teaching.

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

## **Outside Activities and Employment**

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

## **Policy about Extra Duties and Substituting**

The cooperating teacher generally remains in the room much of the time, especially in the initial teaching periods; later, as the teaching progresses, the student teacher will be given progressively more time to gain experience on his/her own. It is helpful for the student teacher to observe the cooperating teacher again for a few days sometime later in the term, after having taught for a while, so that new insights can be made. If the cooperating teacher has study halls, homeroom, cafeteria, guidance counseling, intramurals, or similar duties, the student teacher should become acquainted with these areas of the teacher's work.

Substitute teachers in Ohio schools are required by law to be college graduates. Therefore it is **ILLEGAL** to assign a teacher education candidate to be a substitute teacher.

## **Withdrawal/Removal Policy**

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

## **Due Process Procedures for Early Termination of a Student Teacher**

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

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

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

# Requirements

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

Daily lesson plans should be written far enough in advance so that the classroom supervising teacher can make suggestions and corrections that can then be incorporated in the final lesson plan and preparations. **Each lesson plan must be approved by the cooperating teacher.**

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

## Seminar

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

## Time Sheet

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

## Observation Schedule

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

## Evaluation of Student Work

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

## School-Based Conferences and Meetings

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

# edTPA

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

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

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

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

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

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

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



## Checking Out Video Equipment for the EdTPA

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

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

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

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

## **Gateway 3: Evaluation Procedures**

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

### **Cooperating Teacher's Feedback**

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

### **University Supervisor's Feedback**

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

### **Candidate's Feedback**

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

### **Midterm and Final Conferences**

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

- **Midterm Conference**

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

**CPAST:** Candidates are expected to be at the "Emerging" level or higher in all categories by the midpoint of student teaching. A score in any category below this level will require a meeting of relevant persons (e.g. candidate, supervisors, cooperating teacher, advisor, content faculty) to discuss the viability of continuing in student teaching and/or development of a written plan for improvement.

- **Final Conference**

For the final conference, candidates are to prepare a typed final self-reflection paper showing what they have learned about themselves as a teacher, their strengths, progress

toward meeting their goals, and areas for continued improvement. **The final self-reflection paper should reference the three OWU Themes and the corresponding learning outcomes and be uploaded into TK20.**

### **Midterm and Final Evaluation Forms (CPAST)**

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

### **Self-Reflection Paper**

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

### **End of Student Teaching**

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

- **Overall GPA:** Minimum cumulative GPA of 2.8
- **Education GPA:** Minimum cumulative GPA of 2.8 in education coursework
- **Content Area GPA:** Minimum cumulative GPA of 2.8 in content area courses
- **CPAST:** Candidates are expected to be at the “Meets Expectations” level or higher on all items by the conclusion of Student Teaching. Scores on any item below this level requires a meeting of relevant persons (e.g. candidate, supervisors, cooperating teacher, advisor, content faculty) to discuss the viability of the candidate’s eligibility for licensure. (updated 10/25/17)
- **Self-Reflection Paper:** Minimum rating on each criterion, “Adequate;” except for Writing where the minimum rating is “Proficient.”
- **OWU Dispositional Assessment:** Must not have more than two, “Partially Meets Expectations” ratings and no, “Falls Short of Expectations” ratings at the end of Student Teaching.
- **Research in Practice:** Minimum rating on each criterion is “Adequate”.
- **Technology Integration:** Minimum rating on each criterion is, “Adequate”.
- **Successful completion** (at least a grade of satisfactory or C-) for Student Teaching Seminar and the three units of Student Teaching

## **Gateway 4: Eligibility for Licensure: Program Completer**

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

- Passing scores on all required State of Ohio licensure exams
- Successful completion of the edTPA
- Completion of the “exit survey” and other required licensure materials
- Valid BCI and FBI documentation at the time of recommendation for licensure
- Completion of online Resident Educator Licensure Application
- Online payment of \$160.00 licensure fee

# Schedules and Assumption of Responsibilities

## Student Teaching Schedules

### **Elementary Program (PreK-5)**

Number of weeks: 15 (includes OWU spring break)

Placements: (1)

PK – Grade 5

### **Inclusive Elementary Program (PreK-5)**

Number of weeks: 15 (includes OWU spring break)

Placements: (1)

PK – Grade 5

### **Middle Childhood Program (4-9)**

Number of weeks: 15 (includes OWU spring break)

Placements: (2)

Area of concentration 1 (8 weeks)

Area of concentration 2 (7 weeks)

### **Special Education Program (PreK-12)**

Number of weeks: 15 (includes OWU spring break)

Placements: (1)

Elementary and Middle School or High School

### **Integrated Science Program (7-12)**

Number of weeks: 15 (includes OWU spring break)

Placements: (1)

High school and/or middle school placement

### **Adolescent to Young Adult Program (7-12)**

Number of weeks: 15 (includes OWU spring break)

Placements: (1)

High school and/or middle school placement

### **Multi-Age Program (PreK-12)**

Number of weeks: 15 (includes OWU spring break)

Placements: (1)

Elementary, Middle School, or High School

### **All Programs**

Student Teaching seminars will meet weekly. Sometimes seminars will be a group meeting with all candidates from all programs and sometimes they will be a separate meeting for candidates in specific licensure programs.

# Sequence for Assuming Responsibilities for Teacher Education Candidates

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

## **The Induction Phase**

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

## **The Initial Teaching Phase**

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

## **The Sustained Teaching Phase**

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

## **The Concluding Phase**

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

# Elementary (PK-5), Inclusive Elementary (PK-5), Adolescence to Young Adult (7-12), Multi-age (PK-12), and Special Education (K-12) Licensure Programs

## Suggested Timeline for Assumption of Teaching Responsibilities

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

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

# Middle Childhood Licensure Programs

## Suggested Timeline for Assumption of Teaching Responsibilities

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

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



**APPENDIX A:**

**EPP Conceptual Framework**

**Alignment with Standards**

**Ohio Wesleyan University**  
**EPP CONCEPTUAL FRAMEWORK: ALIGNMENT WITH STANDARDS**

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

**THEME I: CONTENT KNOWLEDGE**

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

**THEME II: TEACHING AND LEARNING**

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

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

**THEME III: CHARACTER AND PROFESSIONALISM**

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

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

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

The Ohio Standards for the Teaching Profession:

[https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Rev\\_TeachingProfession\\_aug10.pdf.aspx](https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Rev_TeachingProfession_aug10.pdf.aspx)

# APPENDIX B:

## State and National Teaching Standards

## Section Two: Ohio Standards for the Teaching Profession

- 1** Teachers understand student learning and development and respect the diversity of the students they teach.
- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
  - Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
  - Teachers expect that all students will achieve to their full potential.
  - Teachers model respect for students' diverse cultures, language skills and experiences.
  - Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

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

- 3** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
  - Teachers select, develop and use a variety

- of diagnostic, formative and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

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

- 5** Teachers create learning environments that promote high levels of learning and achievement for all students.
- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.

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

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

- 7** Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
  - Teachers take responsibility for engaging in continuous, purposeful professional development.
  - Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

## **At A Glance**

# **The InTASC Model Core Teaching Standards (April 2011)**



## **The Learner and Learning**

### **Standard #1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

### **Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### **Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## **Content Knowledge**

### **Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### **Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## **Instructional Practice**

### **Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

### **Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

### **Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **Professional Responsibility**

### **Standard #9: Professional Learning and Ethical Practice**

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

### **Standard #10: Leadership and Collaboration**

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

# APPENDIX C: Student Teaching Forms

Forms can also be found online at:  
[owu.edu.education](http://owu.edu.education)



## LESSON PLAN TEMPLATE

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

**Student Teacher:**

**Date:**

**Grade/Subject:**

**Estimated Lesson Duration:**

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





## *LESSON PLAN TEMPLATE*

### **LEARNING TASKS**

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

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

#### **B. Instructional Strategies: [ ] minutes**

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

#### **C. Closure: [ ] minutes**

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



## LESSON PLAN TEMPLATE

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

# Elementary and Inclusive Elementary Programs Block Lesson Plan Template

Student Teacher:

Cooperating Teacher:

School:

University Supervisor:

Grade Level/Classroom Number:

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



Preparing Competent, Committed, Professional Teachers for a Diverse, Democratic Society  
**U.S. Formative Observation Form**

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

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

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

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

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

Notes:

Areas of strength:

Area(s) to focus for next observation:

### Formative Observation Rubric

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

#### CONTENT KNOWLEDGE (Theme One)

**I. Knowledge of the disciplines being taught and the ability to organize, integrate and convey knowledge so that it is comprehensible to all students**

	Above Target	Target	Below Target
<b>Content &amp; Pedagogical Content Knowledge</b>	<ul style="list-style-type: none"> <li>Knows major concepts and principles of content matter</li> <li>Consistently and effectively addresses misconceptions to guide all learners to accurate understanding</li> </ul>	<ul style="list-style-type: none"> <li>Knows major concepts and principles of content matter</li> <li>Consistently addresses common misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently applies major concepts and principles of content matter to lessons being taught</li> </ul>
<b>Academic Language</b>	<ul style="list-style-type: none"> <li>Knows and consistently models the use of the academic language of the discipline to make learning accessible to individual students as well as the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Knows and consistently models the use of the academic language of the discipline to make learning accessible to the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently models the use of the academic language of the discipline to make learning accessible to all students</li> </ul>
<b>Interdisciplinary Content</b>	<ul style="list-style-type: none"> <li>Plans and implements content that is connected across multiple disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Plans for applications of content to real-world settings; including interdisciplinary connections</li> </ul>	<ul style="list-style-type: none"> <li>Limited or no opportunities planned for students to consider work beyond the single content area</li> </ul>
<b>Differentiated Instruction</b>	<ul style="list-style-type: none"> <li>Effectively differentiates instruction to support the learning needs of most students, including students identified as gifted, students with disabilities and at-risk students</li> </ul>	<ul style="list-style-type: none"> <li>Effectively differentiates instruction to support the learning needs of most students, including students identified as gifted, students with disabilities and at-risk students</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently differentiates instruction to support the learning needs of all students</li> </ul>

Comments:

#### TEACHING AND LEARNING (Theme TWO)

**II. Knowledge of human development, motivation and learning as well as, the individual and contextual factors that guides one's ability to develop instruction that is appropriate for all students**

	Above Target	Target	Below Target
<b>Knowledge of Development</b>	<ul style="list-style-type: none"> <li>Consistently and effectively applies knowledge of intellectual, social, and emotional characteristics of age group</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and effectively applies knowledge of intellectual, and social or emotional characteristics of age group</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently and applies knowledge of intellectual, social, and emotional characteristics of age group</li> </ul>
<b>Knowledge of Students</b>	<ul style="list-style-type: none"> <li>Effectively uses knowledge of what students bring to the learning situation (interests, cultural and experiential background, and/or varied approaches to learning, etc.) to make instruction relevant, accessible and challenging</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and effectively uses knowledge of students' interests to make instruction relevant and accessible</li> </ul>	<ul style="list-style-type: none"> <li>Limited use of the knowledge of what students bring to the learning situation</li> </ul>

**III. Knowledge of classroom organization, management and curriculum and the ability to develop instruction that is appropriate for all students.**

<b>Environment of Respect and Rapport</b>	<ul style="list-style-type: none"> <li>Establishes an environment of mutual respect and rapport with and between students</li> </ul>	<ul style="list-style-type: none"> <li>Establishes an environment of mutual respect and rapport with students</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to establish an environment of respect</li> </ul>
<b>Managing Student Behavior</b>	<ul style="list-style-type: none"> <li>Standards of behaviors are consistently established and maintained</li> <li>Any misbehavior is minor and swiftly handled</li> </ul>	<ul style="list-style-type: none"> <li>Standards of behaviors are consistently established and maintained</li> <li>Overall student behavior is generally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Standards of behaviors are inconsistently maintained</li> </ul>

<b>Managing Classroom Procedures</b>	<ul style="list-style-type: none"> <li>Students take initiative in managing materials efficiently</li> </ul>	<ul style="list-style-type: none"> <li>Efficient management of materials, transitions</li> </ul>	<ul style="list-style-type: none"> <li>Some instructional time is lost due to inconsistent routines, handling of materials, transitions</li> </ul>
<b>Curricular Guidelines</b>	<ul style="list-style-type: none"> <li>Consistently makes use of district, state, and national curricular guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Consistently makes use of district and state curricular guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently makes use of district and state curricular guidelines</li> </ul>
<b>IV. Knowledge of instructional strategies and materials, including technology, that encourage students' problem-solving and critical thinking and the ability to select and implement instructional strategies that account for and adapt to all contexts, learners and content.</b>			
	<b>Above Target</b>	<b>Target</b>	<b>Below Target</b>
<b>Communication with Students</b>	<ul style="list-style-type: none"> <li>Students can explain what they are learning</li> <li>ST explains content clearly and imaginatively</li> <li>ST points out possible areas of misunderstanding</li> <li>ST invites students to explain content to others</li> </ul>	<ul style="list-style-type: none"> <li>ST clearly states learning objective at some point in the lesson</li> <li>ST's content explanation is clear and invites participation</li> <li>Students engage in tasks; they know what to do</li> </ul>	<ul style="list-style-type: none"> <li>Directions and procedures must be clarified after initial confusion</li> <li>ST's explanation is somewhat hard to follow, and does not invite students to participate</li> <li>Students are unsure of what they need to do</li> </ul>
<b>Pacing</b>	<ul style="list-style-type: none"> <li>Pacing provides ample time for high-level engagement</li> </ul>	<ul style="list-style-type: none"> <li>Pacing provides ample time for most students to be engaged</li> </ul>	<ul style="list-style-type: none"> <li>Pacing is either too fast or too slow</li> </ul>
<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>Uses variety of instructional strategies that meets the needs of individual students as well as the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Uses variety of instructional strategies that meets the needs of the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Limited variety of instructional strategies</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>When needed, makes appropriate adjustments during implementation of the lesson to make learning accessible to individual students</li> <li>Seizes on a teachable moment to enhance a lesson</li> </ul>	<ul style="list-style-type: none"> <li>When needed, makes appropriate adjustments during implementation of the lesson to make learning accessible to the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Even when needed, ST's adjustment of the lesson is minimal</li> </ul>
<b>Questioning &amp; Discussion Techniques</b>	<ul style="list-style-type: none"> <li>Uses open-ended questioning and discussion techniques</li> <li>ST builds on students' responses to deepen understanding</li> </ul>	<ul style="list-style-type: none"> <li>Uses open-ended questioning and discussion techniques that engage and challenge all students</li> <li>ST calls on most students, even non-volunteers</li> </ul>	<ul style="list-style-type: none"> <li>ST uses questions that lead students through a single pre-determined path, or that require single-word responses</li> <li>ST elicits limited student responses</li> </ul>
<b>Engagement in Learning</b>	<ul style="list-style-type: none"> <li>Virtually all students are intellectually engaged</li> </ul>	<ul style="list-style-type: none"> <li>Most students are intellectually engaged</li> </ul>	<ul style="list-style-type: none"> <li>Students are passively involved in their learning</li> </ul>
<b>Resources &amp; Materials</b>	<ul style="list-style-type: none"> <li>Selects appropriate and diverse materials and resources</li> <li>ST and students effectively use available technology</li> </ul>	<ul style="list-style-type: none"> <li>Selects appropriate materials and resources</li> <li>ST make appropriate use of available technology</li> </ul>	<ul style="list-style-type: none"> <li>Although available, technology is seldom used</li> </ul>
<b>V. Knowledge of a variety of assessments strategies that are embedded in instruction and the ability to use formative and summative assessments to monitor and evaluate student learning and to inform one's own teaching.</b>			
<b>Assessment Strategies</b>	<ul style="list-style-type: none"> <li>Uses various formative and summative assessment strategies to monitor student understanding and adjusts instruction accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Uses various formative and summative assessment strategies to monitor student understanding</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited formative and summative assessment strategies to monitor student understanding</li> </ul>
	<ul style="list-style-type: none"> <li>Provides feedback that is accurate, constructive, substantive, specific, and timely</li> </ul>	<ul style="list-style-type: none"> <li>Provides feedback that is accurate, specific, and timely</li> </ul>	<ul style="list-style-type: none"> <li>Provides general feedback</li> </ul>
	<ul style="list-style-type: none"> <li>Fosters students' reflection on their work</li> </ul>	<ul style="list-style-type: none"> <li>Invites students' reflection on their work, many do so</li> </ul>	<ul style="list-style-type: none"> <li>Few students, if any, reflect on their own work</li> </ul>

Comments:

**Formative Observation Rubric – PK/K Settings**

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

**CONTENT KNOWLEDGE (Theme One)**

*I. Knowledge of the disciplines being taught and the ability to organize, integrate and convey knowledge so that it is comprehensible to all students*

	<b>Above Target</b>	<b>Target</b>	<b>Below Target</b>
Content & Pedagogical Content Knowledge	<ul style="list-style-type: none"> <li>Knows major concepts and principles of content matter</li> <li>Consistently and effectively addresses students' misunderstandings when teaching foundational content/skills to guide all learners to accurate performance</li> </ul>	<ul style="list-style-type: none"> <li>Knows major concepts and principles of content matter</li> <li>Consistently addresses students' common misunderstandings when teaching foundational content/skills</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently applies major concepts and/or principles of content matter to lessons being taught</li> <li>Ignores students' misunderstanding of foundational content/skills</li> </ul>
Academic Language	<ul style="list-style-type: none"> <li>Consistently models and uses the academic language of the discipline while guiding students' acquisition of academic language</li> </ul>	<ul style="list-style-type: none"> <li>Models and uses the academic language of the discipline to make learning accessible for students</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently models and/or uses the academic language of the discipline</li> </ul>
Interdisciplinary Content	<ul style="list-style-type: none"> <li>Plans and implements content that includes interdisciplinary connections in authentic/natural settings</li> </ul>	<ul style="list-style-type: none"> <li>Plans include integration of content across multiple disciplines in authentic/natural settings</li> </ul>	<ul style="list-style-type: none"> <li>Limited or no opportunities planned for students to engage in learning across content areas and/or in authentic/natural settings</li> </ul>
Differentiated Instruction	<ul style="list-style-type: none"> <li>Effectively differentiates instruction to support the learning needs of all students, including high achievers and students identified with disabilities or those at risk</li> </ul>	<ul style="list-style-type: none"> <li>Effectively differentiates instruction to support the learning needs of most students, including students identified with disabilities or those at risk</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently differentiates instruction to support the learning needs of all students</li> </ul>

Comments:

**TEACHING AND LEARNING (Theme Two)**

*II. Knowledge of human development, motivation and learning as well as, the individual and contextual factors that guides one's ability to develop instruction that is appropriate for all students*

	<b>Above Target</b>	<b>Target</b>	<b>Below Target</b>
Knowledge of Development	<ul style="list-style-type: none"> <li>Consistently and effectively applies knowledge of intellectual, physical, communicative, social, and emotional characteristics of age group</li> </ul>	<ul style="list-style-type: none"> <li>Consistently applies knowledge of intellectual, physical, communicative, and social and/or emotional characteristics of age group</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently applies knowledge of intellectual, physical, communicative, social, and/or emotional characteristics of age group</li> </ul>
Knowledge of Students	<ul style="list-style-type: none"> <li>Consistently uses knowledge of what students bring to the learning situation (current level of functioning, interests, cultural and experiential background, and/or varied approaches to learning, etc.) to make instruction appropriate yet challenging for most students</li> </ul>	<ul style="list-style-type: none"> <li>Consistently uses knowledge of what students bring to the learning situation (current level of functioning, interests, cultural and experiential background, and/or varied approaches to learning, etc.) to make instruction appropriate for most students</li> </ul>	<ul style="list-style-type: none"> <li>Limited use or knowledge of what students bring to the learning situation (current level of functioning, interests, cultural and experiential background, and/or varied approaches to learning, etc.)</li> </ul>



Comments:			
<b>III. Knowledge of classroom organization, management and curriculum and the ability to develop instruction that is appropriate for all students.</b>			
	<b>Above Target</b>	<b>Target</b>	<b>Below Target</b>
Environment of Respect and Rapport	<ul style="list-style-type: none"> <li>Establishes an environment of mutual respect and rapport with and between students</li> </ul>	<ul style="list-style-type: none"> <li>Establishes an environment of mutual respect and rapport with students</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to establish an environment of respect and/or build rapport with students</li> </ul>
Managing Student Behavior	<ul style="list-style-type: none"> <li>Standards of behaviors are consistently established and maintained</li> <li>Supports to promote appropriate behaviors among the whole class are evident</li> <li>Additional levels of support are utilized for individual students who require more assistance</li> </ul>	<ul style="list-style-type: none"> <li>Standards of behaviors are consistently established and maintained</li> <li>Supports to promote appropriate behaviors among the whole class are evident</li> <li>Misbehavior is redirected effectively</li> </ul>	<ul style="list-style-type: none"> <li>Standards of behaviors are inconsistently maintained</li> <li>Supports to promote appropriate behaviors are missing or inadequate</li> </ul>
Managing Classroom Procedures	<ul style="list-style-type: none"> <li>Classroom routines and procedures occur efficiently with limited teacher prompting to support effective management of materials, transition, instructional time</li> <li>A few students are able to work independently</li> </ul>	<ul style="list-style-type: none"> <li>Classroom routines and procedures are teacher-directed using prompts to support effective management of materials, transitions, instructional time</li> </ul>	<ul style="list-style-type: none"> <li>Some instructional time is lost due to inconsistent routines, handling of materials, transitions</li> </ul>
Curricular Guidelines	<ul style="list-style-type: none"> <li>Consistently makes use of facility, district, state, and national curricular guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of facility, district, and/or state curricular guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent use of facility, district, and/or state curricular guidelines</li> </ul>

Comments:

<b>IV. Knowledge of instructional strategies and materials, including technology, that encourage students' problem-solving and critical thinking and the ability to select and implement instructional strategies that account for and adapt to all contexts, learners and content.</b>			
	<b>Above Target</b>	<b>Target</b>	<b>Below Target</b>
Communication with Students	<ul style="list-style-type: none"> <li>Students can explain what they are learning</li> <li>ST explains content clearly and imaginatively</li> <li>ST points out possible areas of misunderstanding</li> <li>ST invites students to explain content to others</li> </ul>	<ul style="list-style-type: none"> <li>ST clearly states learning objective at some point in the lesson</li> <li>ST's content explanation is clear and invites participation</li> <li>Students engage in tasks; they know what to do</li> </ul>	<ul style="list-style-type: none"> <li>Directions and procedures must be clarified after initial confusion</li> <li>ST's explanation is somewhat hard to follow, and does not invite students to participate</li> <li>Students are unsure of what they need to do</li> </ul>
Pacing	<ul style="list-style-type: none"> <li>Pacing provides ample time for high-level engagement</li> </ul>	<ul style="list-style-type: none"> <li>Pacing provides ample time for most students to be engaged</li> </ul>	<ul style="list-style-type: none"> <li>Pacing is either too fast or too slow</li> </ul>
Instructional Strategies	<ul style="list-style-type: none"> <li>Uses a variety of instructional strategies that meets the needs of individual students as well as the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of instructional strategies that meets the needs of the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Limited variety of instructional strategies</li> </ul>

Flexibility	<ul style="list-style-type: none"> <li>When needed, makes appropriate adjustments during implementation of the lesson to make learning accessible to all students</li> <li>Capitalizes on an educational opportunity even if outside the scope of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>When needed, makes appropriate adjustments during implementation of the lesson to make learning accessible to the whole class and/or individual students</li> </ul>	<ul style="list-style-type: none"> <li>Even when needed, ST's adjustment of the lesson is minimal</li> </ul>
Questioning & Discussion Techniques	<ul style="list-style-type: none"> <li>ST uses open-ended questioning and discussion techniques with appropriate supports for young children</li> <li>ST builds on students' responses to deepen understanding</li> <li>ST ensures all students are able to participate in questioning and discussion</li> </ul>	<ul style="list-style-type: none"> <li>ST asks clear questions that allow for whole class choral response and/or individual student responses</li> <li>ST guides class discussions ensuring students are able to take turns and listen respectfully</li> <li>ST calls on most students, even non-volunteers, to participate</li> </ul>	<ul style="list-style-type: none"> <li>ST elicits limited student responses</li> <li>ST's questions are unclear or produce confusion among students</li> </ul>
Engagement in Learning	<ul style="list-style-type: none"> <li>Virtually all students are intellectually engaged</li> </ul>	<ul style="list-style-type: none"> <li>Most students are intellectually engaged</li> </ul>	<ul style="list-style-type: none"> <li>Students are passively involved in their learning</li> </ul>
Resources & Materials	<ul style="list-style-type: none"> <li>Selects appropriate and diverse materials and resources for developmental level</li> <li>ST and students effectively use available technology</li> </ul>	<ul style="list-style-type: none"> <li>Selects appropriate materials and resources for developmental level</li> <li>Makes appropriate use of available technology</li> </ul>	<ul style="list-style-type: none"> <li>Materials chosen are not appropriate for developmental level</li> <li>Although available and appropriate, technology is seldom used</li> </ul>

Comments:

V. <i>Knowledge</i> of a variety of assessment strategies that are embedded in instruction and the <i>ability</i> to use formative and summative assessments to monitor and evaluate student learning and to inform one's own teaching.			
	Above Target	Target	Below Target
Assessment Strategies	<ul style="list-style-type: none"> <li>Uses various formative and summative assessment strategies to monitor student understanding and adjusts instruction accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Uses various formative and summative assessment strategies to monitor student understanding</li> </ul>	<ul style="list-style-type: none"> <li>Limited use of formative and/or summative assessment strategies to monitor student understanding</li> </ul>
	<ul style="list-style-type: none"> <li>Provides specific feedback that is positive, accurate, timely, and substantive</li> </ul>	<ul style="list-style-type: none"> <li>Provides specific feedback that is positive, accurate, and timely</li> </ul>	<ul style="list-style-type: none"> <li>Provides general feedback or no feedback</li> </ul>
	<ul style="list-style-type: none"> <li>Encourages students' reflection and evaluation of their work and/or effort</li> </ul>	<ul style="list-style-type: none"> <li>Encourages students' reflection of their work and effort, many do so</li> </ul>	<ul style="list-style-type: none"> <li>Does not encourage students to reflect on their work or effort</li> </ul>

Comments:

Student Teaching  
Weekly Teaching Schedule

Teaching Schedule for Week of: \_\_\_\_\_ (upcoming week)

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

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

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

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

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

Student Teacher \_\_\_\_\_ Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

Cooperating Teacher's Signature \_\_\_\_\_

School \_\_\_\_\_ Room \_\_\_\_\_

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

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

**Week Beginning: \_\_\_\_\_ Full time teaching this week? Yes/No**

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

## Self-Reflection Paper

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

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

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

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

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

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

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

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

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

This assessment aligns with the following standards:

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

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

**InTASC Standard Category 9 – Professional Learning and Ethical Practice**

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

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

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

**OWU Learning Outcome**

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

Updated 12/09/16

**OWU Department of Education  
Dispositional Assessment**

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

**Program Admittance** \_\_\_\_ **Methods** \_\_\_\_ **Student Teaching** \_\_\_\_ **Other** \_\_\_\_

**Name of person completing this form:** \_\_\_\_\_

**Purpose of Assessment**

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

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

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

GATEWAY I: Admittance to Licensure Program

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

GATEWAY II: End of Methods Courses and Field Placements

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

GATEWAY III: End of Student Teaching

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

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

<sup>1</sup> Licensure Code of Professional Conduct for Ohio Educators, 2008, p. 8

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

**OWU Department of Education  
Dispositional Assessment**

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

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

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

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

Comments/Examples:

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

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



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

Comments/Examples:

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

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

Comments/Examples:

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

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

Comments/Examples:

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

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

Comments/Examples:

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

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

Comments/Examples:

**Additional comments:**

## Standards Addressed

### Council for the Accreditation of Teacher Preparation

#### CAEP Standard 1: Content and Pedagogical Knowledge

##### Candidate Knowledge, Skills, and Professional Dispositions (1.1)

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

#### CAEP Standard 2: Clinical Partnerships and Practice

##### Clinical Experiences (2.3)

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

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

##### Additional Selectivity Factors (3.3):

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

### Interstate Teacher Assessment and Support Consortium

#### InTASC Standard 9: Professional Learning and Ethical Practice

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

#### InTASC Standard 10: Leadership and Collaboration

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

### OWU Learning Outcomes for Teacher Candidates

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

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

### Ohio Standards for the Teaching Profession

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

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

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

**6.1:** Teachers communicate clearly and effectively.

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

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

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

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

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

Revised Assessment August 2019

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

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

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

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

Revised 10/25/17



## OWU Statement of Technology Integration to Support Student Learning

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

More specifically, CAEP articulates the following:

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

<b>CAEP Proficiency &amp; ISTE Standards</b>	<b>Courses</b>	<b>Evidence</b>
Candidates use online management systems (Blackboard, TK20, K-12 grading programs) to access course readings and assignments, submit their work, and/or submit grades for the students they teach.	<b>All EDUC courses</b>  <b>All clinical experiences: Field Experience (EDUC 329, 339, 349 or 369) AND Student Teaching (EDUC 463, 474, or 484)</b>	Completion of assigned readings, assignments, etc.
Candidates know how to access online research databases, digital media, and tools and to identify research-based practices that can improve their students’ learning, engagement, and outcomes	<b>Methods (EDUC 321/322/323, EDUC 341 or EDUC 370)</b>  <b>Field Experience (EDUC 329, 339, 349 or 369)</b>	Lesson Plans
Candidates know why and how to help their students access and assess critically the quality and relevance of digital academic content.  [ISTE Standards for Teachers – 2: Design and Develop Digital Age Learning Experiences & Assessment]	<b>Methods (EDUC 321/322/323, EDUC 341 or EDUC 370) – Introduction to SAMR model. See OWU <i>Technology Integration: Resources and Ideas.</i></b>  <b>Field Experience (EDUC329, 339, 349 or 369) – Implementation of SAMR model.</b>	<i>Technology Integration I</i> – Lesson plan from Field Experience with reflection addressing how the incorporation of technology by the candidate enhanced student learning.
Candidates demonstrate their abilities to design and facilitate	<b>Student Teaching (EDUC 463, 474, or 484) – Continued</b>	<i>Technology Integration II</i> – Lesson plan from

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

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

Revised September 2018



## Technology Integration Task & Assessment Rubric

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

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

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

*Each time you submit this assignment, please combine your technology lesson plan and written reflective narrative into one document and upload it into TK20.*

### Minimum Scoring Criteria:

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

Modified Summer 2020



**OWU Teacher Education  
Program Technology Integration  
to Support Student**

**Technology Integration Rubric**

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



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

Modified Summer 2020



## Using Research to Inform Practice

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

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

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

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

Revised September 2019



## Using Research to Inform Practice

### Standards for Minimum Competency

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

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

#### CAEP

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

#### InTASC

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

#### OWU

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

#### OSTP

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

Revised September 2019

# APPENDIX D:

## Obtaining a Teaching License and a Job

# Licensure Application Procedures

## Requirements to be Eligible for an Ohio Teaching License

1. Successful completion of the OWU teacher education program confirmed by your Program Director
2. Bachelor's degree conferred by OWU Office of the Registrar
3. Completion of a background check by the Bureau of Criminal Investigation indicating eligibility for licensure
  - a. If your background check is current, you can proceed to number 4 on this list
  - b. If your background check has expired, you will need to obtain a new background check. Be sure to use BCI & FBI code 3319.291 and have your report sent directly to the Ohio Department of Education (ODE). [Here](#) are some places you may go to obtain a new background check.
4. Successful completion of the applicable state mandated licensure examinations for your license area (OAE/OPI/ACFL/WPT) and passing edTPA score

### Ohio 4-Year Resident Educator Licenses

If you have successfully completed your OWU program requirements, have a clear background check, and have passed all applicable licensure exams/edTPA, you may be issued a 4-year Resident Educator license from the Ohio Department of Education (ODE). Additional information is available from the ODE Website:

<http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Apply-for-Certificate-License>

**Candidates desiring a teaching license from another state** should contact the appropriate State Department of Education for additional information. Often, obtaining your Ohio license first and working with the Department of Education in the state where you are moving is the easiest process.

## Process for Creating Online Accounts through the Ohio Department of Education

Near the end of the student teaching semester, candidates will create the state of Ohio online accounts necessary to apply for teacher licensure. It is the candidate's responsibility to create an OH/ID account in the Ohio ID portal. You will need to create an account to apply for and manage your Ohio teaching license.

Once you have created your OH/ID account, you will be able to access the CORE [Cononnected Ohio Records for Educators] application, which gives you access to "My Educator Profile" - a secure environment for educators to update their demographic data and pay licensure fees online using a credit card. Candidates are encouraged to check the status of their application through this online system. While the application is being processed, candidates can request a letter verifying they have completed all licensure requirements from the Education Department Academic Assistant.

The following link will assist you with creating and managing the OH/ID and CORE systems with step by step directions:

### CORE account user manual:

<http://education.ohio.gov/getattachment/Topics/Teaching/Licensure/Apply-for-Certificate-License/CORE-User-Manual.pdf.aspx?lang=en-US>

### Here is the address to create/login to the OH/ID Portal:

<https://ohid.ohio.gov/wps/portal/ohid/pages/self-registration>

### Create an OH/ID account.

To create your OH/ID account, complete the following steps and refer to your manual:

1. Complete Personal Information & Email Verification
2. Complete Profile Information (username & password)
3. Complete Verification Questions & Create Account
4. Wait for Confirmation Screen then Continue to Login Screen using your new Username & Password
5. Complete the Security Setup Options (either text or security questions - follow prompts for your selection)
6. This should complete your OH/ID account setup and you should be on the Dashboard Screen

### Add Sites & Applications to your OH/ID.

1. Use the Search box to enter "Department of Education Profile Setup"
2. Scroll down to where the app icon is displayed & click on the icon
3. Click "Request Access to the Group" button
4. Agree to the terms & conditions and request access again
5. Click "Launch" when available (you may need to wait... please be patient)

6. If you already have an ODE Profile, you will be asked to view your apps. If you do not have an ODE Profile, you will be guided through prompts to create one & verify your information.
7. Wait for confirmation & verification of your account (This could take several minutes – please be patient)

#### **Access the CORE System.**

1. Go back to the OH/ID login screen & log in (you may want to use a new window or tab)
2. Under Sites & Applications, you should have another ODE app called “Education Licensure and Records-CORE” (if it’s not showing, try searching for it in the search box)
3. Click on the CORE icon to launch the app
4. If you do not have an Educator State ID number, you may be prompted to request one by clicking on the red banner that says “My Profile” and “Obtain State ID”. Answer the questions to receive your ID, which will appear in your CORE Dashboard under My Educator State ID.
5. You should see multiple options in your CORE account now.

#### **Apply for a New Credential.**

1. In the CORE system, go to “My Credentials” and select the “Apply for NEW Credential” button.
2. Follow the prompts to apply for a new credential (Select “teachers”, “4 year Resident Educator License”, apply)
3. Follow the prompts to submit your application (you do not need to upload docs - skip those steps)
4. Go to “submit & pay” and finalize your submission. Congrats!

#### **Important Tips for Completing Your Application:**

The 4-Year Licensure Fee is \$160, which you will be required to pay electronically to process your application. The online licensure system was set up with generic prompts, and it asks for some information that does not apply to all students. Read the bulleted items below for assistance in those areas.

- **Licensure Exam Scores and edTPA Scores** - Even though the system prompts you to upload your licensure exam scores and/or edTPA scores, you do not need to; these scores are reported directly to ODE by the vendor.
- **BCI/FBI Background Checks** – During the registration process, the system may indicate that you don’t have a current background check even though you do. This is because you just created your account and all of the data has not been linked together yet. As long as you use the same Social Security Number for your background check as well as on your licensure form, the system will eventually link the two files. If it does not, contact ODE directly.
- **Transcripts** – You may be prompted to upload your OWU transcript, but you do not need to. The Education Department Licensure Officer verifies that information prior to recommending you for a license.

#### **Background Checks**

ODE requires a current background check (within one year of report results) for issuance of the teaching license. When getting a background check, candidates must specify that an electronic copy of the report be sent directly to the Ohio Department of Education. If you had your background check done on campus with BIM at the beginning of the school year, that report is valid for one year and it was sent to ODE. It is the candidate’s responsibility to complete the process in a timely fashion so as not to delay the issuance of the teaching license.

If your background check has expired, you will need to obtain a new background check. Be sure to use BCI & FBI code 3319.291 and have your report sent directly to the Ohio Department of Education (ODE). [Here](#) are some places you may go to obtain a new background check.

**It is important that you be completely honest in disclosing any previous transgressions when you answer questions about your professional conduct. If you are caught lying, you will not be granted a license.** ODE has developed appeal procedures for individuals with a record of prior convictions. Contact the Education Department licensure officer for more information or the ODE Office of Professional Conduct. <http://education.ohio.gov/Topics/Teaching/Educator-Conduct/Educator-Conduct-FAQs>

#### **Effective Year**

The effective year for an Ohio license begins July 1, regardless of the date of issuance. The earliest a license may be effective is July 1.

## Background Check Information

Background checks are required to work with students of all ages. If you are registered for a course that includes field observations and/or working directly with students in a childcare center or school, you will need to have a current and valid background check on file with the Education Department. **You are responsible for getting background checks completed prior to going into schools/centers for any field experience hours and student teaching.**

### What does this mean for you?

- You will need to complete and pay for a required background check from both the Bureau of Criminal Investigation (BCI) and the Federal Bureau of Investigation (FBI). You can do this on campus on selected dates or on your own.
- Background check results must be sent to the OWU Education Department.
- Student teachers must have their results sent to the Ohio Department of Education (ODE) in addition to the OWU Education Department.
- Background check reports must indicate that you are cleared to work with children. In the event that a background check report indicates you are not cleared, you will not be permitted to go into the field and you will need to meet with OWU's Licensure Officer to discuss your options. You can also contact the ODE [Office of Professional Conduct](#).

### Background Checks on Campus

- For your convenience, the OWU Education Department schedules Biometric Identification Management (BIM) to come to campus at the beginning of each semester to process both BCI and FBI background checks.
- A flyer with more information will be distributed by faculty and will be posted around Phillips Hall.
- If you are unable to complete your background check with BIM when they are on campus, it is your responsibility to find another agency to have your background check completed.

### Important Things You Need to Know About Background Checks

- The cost of fingerprinting is paid directly by students, typically cash or money order only. Cost will be announced when the on campus dates are circulated each semester. The education department does not want the cost of fingerprinting to be a barrier for students to take education courses. Please contact the OWU Licensure Officer if you need assistance.
- Most agencies use a live WebCheck system that captures your fingerprints through scanning. In rare cases, your fingerprint scan may not be high enough quality to be captured. If that applies to you, additional directions will be provided for how to complete an ink card.
- Electronic processing of background reports can be returned quickly or take over a month for the results to be returned.
- BCI and FBI reports are only good for one year, which means you will need to have your fingerprints taken several times while completing your licensure program at OWU.
- You should not go into schools or childcare centers until your report has been received and verified by the OWU Licensure Officer. You will receive a copy of your report via email, which will indicate you are cleared to visit schools and centers.
- Schools and centers typically require a background check (both Ohio BCI and FBI) to enter their facilities. If you are asked to provide your report, you can make a copy of the report the Education Department has emailed to you.
- For graduates applying for a teaching license in Ohio, the Department of Education will not issue a teaching license until they receive your background check results (within a year from the date on your report). You can verify your background check status in the CORE system where you apply for your license.
- To be licensed in Ohio, you will need to adhere to the [Licensure Code of Conduct](#)
- There are separate fingerprinting requirements for working in early childhood centers and licensing through ODE. This means that some elementary and inclusive elementary majors may need two separate fingerprint reports during student teaching and licensure experiences. Contact the OWU Licensure Officer with questions.
- Please see the Ohio Department of Education [website](#) or the Ohio Attorney General [website](#) for additional information.

### Unable to have your background check completed at OWU? Here's what you need to do:

You will need to find another agency that can complete your background check and **distribute the results to OWU's Education Department and ODE, and/or Ohio Department of Jobs and Family Services (ODJFS)**. It may cost you an additional fee to have more than one report sent. Also, each agency sets their own pricing, which may mean another agency could charge more or less than the cost to be fingerprinted by BIM on campus. Also, most agencies, including BIM, only accept cash or money orders.

1. Determine which agency you will use to complete your background check. See below for suggested agencies.

2. Call ahead to see if you need an appointment, confirm which documents are required, and what forms of payment will be accepted.
3. Be sure to use the correct fingerprint codes & have reports sent to the correct agencies and OWU:

	BCI Code	FBI Code	Direct Results Sent to:	Mailed Results to:
<b>Field Experience</b> EDUC 251; 300.5; 300.18	3319.39B3 School Employees - Teachers Only	3319.39 Public School District or Chartered Non-Public School Employees and School Bus Drivers	Ohio Department of Education (ODE)	Ohio Wesleyan University Education Department % Michele Nobel 61 South Sandusky Street Delaware, OH 43015
<b>Student Teaching &amp; Licensure</b> EDUC 359; 300.20; MUS 373/374	3319.291 School Employees - Licensure with Ohio Department of Education	3319.291 School Employees - Licensure with Ohio Department of Education	Ohio Department of Education (ODE)	Ohio Wesleyan University Education Department % Michele Nobel 61 South Sandusky Street Delaware, OH 43015
<b>Early Childcare Center &amp; EDUC 105/100.8</b>	5104.013 An Employee, Owner, Licensee, Administrator or Person Residing in a Type A or Type B Home, or an In-Home Aide	CCDBGGA - Child Care and Development Block Grant Act of 2014 employee, for ODJFS use only	Child Care Ctr/Type A-ODJFS	Ohio Wesleyan University Education Department % Michele Nobel 61 South Sandusky Street Delaware, OH 43015

**Suggested Background Check Locations:**

The information provided below is current as of July 2021, but is subject to change. For all locations, call ahead to confirm information, what you need to bring, forms of accepted payments, and to schedule your appointment.

Agency	Hours	Cost	Appointment
<a href="#">Delaware County Sheriff's Office</a> Concealed Carry Office 844 US Hwy 42 North Phone: (740) 833-2801	Mondays, Tuesdays, Thursdays & Fridays 8:00 am to 3:00 pm  Wednesdays 8:00 am to 5:30 pm	BCI & FBI - \$70 Exact Cash or Money Order only	Required - Call for appointment
<a href="#">Delaware Police Department</a> 70 N. Union Street Phone (740) 203-1151	Thursdays 8 am-12:30 pm & 1:30-4:30 pm	BCI & FBI - \$60 Exact Cash or Check	Walk-in - Call first due to COVID protocols
<a href="#">Biometric Information Management (BIM)</a> Dublin Office 6059 Frantz Rd Dublin, OH 43017 (614) 456-1296 (option 3)	Varies - Limited Days/Hours	BCI & FBI - \$65 Exact Cash or Money Order only Credit Card option with online registration	Required - Schedule online <a href="#">here</a> or call

**More questions?**

Contact OWU Licensure Officer - Dr. Michele Nobel ([mmnobel@owu.edu](mailto:mmnobel@owu.edu))



# Licensure Test Information

## Ohio Assessment for Educators

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

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

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

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

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

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

This table maps each Ohio licensure type to its corresponding assessment in the Ohio Assessments for Educators program. For more information regarding Ohio licensure requirements, visit the Educator Licensure page on the Ohio Department of Education website.

**OAE Website: [www.oh.nesinc.com](http://www.oh.nesinc.com)**

**Tests and qualifying scores listed in the following chart are subject to change by the State Board of Education of Ohio.**

Licensure Type and Code	Required Tests	Code Number	Qualifying Score
<b>Primary (P-5)</b>	Pearson Foundations of Reading	090	
	OAE Elementary Education (Subtest I) and (Subtest II)	018 019	220 220
<b>Primary Intervention Specialist (P-5)</b>	Early Childhood Special Education (A new assessment is under development)	013	
	Pearson Foundations of Reading	090	
<b>Middle Childhood (4-9)</b>  <b>Area of Licensure &amp; Code:</b> MC Lang. Arts and Reading (62-050150) MC Mathematics (62-110100) MC Science (62-130102) MC Social Studies (62-150003)	Pearson Foundations of Reading and <b>License specifies areas of concentration in at least two :</b>	090	
	Middle Grades English Language Arts	028	220
	Middle Grades Mathematics	030	220
	Middle Grades Science	029	220
	Middle Grades Social Studies	031	220
<b>Special Education (K-12)</b> Intervention Specialist (65-no code) Mild/Moderate Needs (K-12) (65-196140)	Pearson Foundations of Reading	090	
	Special Education	043	220
<b>Adolescence to Young Adult (7-12)</b>  Integrated Language Arts (63-050145) Integrated Mathematics (63-110094) Integrated Science (63-132010)	<b>Select appropriate content assessments:</b>		
	English Language Arts	020	220
	Integrated Mathematics	027	220
	Integrated Science	024	220
Integrated Social Studies (63-150004)	Integrated Social Studies	025	220
<b>Multi-Age (PK-12)</b>  Modern Language Spanish (64-060265) French (64-060230) German (64-060235) Music (64-120050) Visual Arts (64-020012) Drama/Theater (64-050338)	<b>Select appropriate Content Assessment:</b>		
	ACTFL Oral Proficiency Interview and Writing Proficiency		Int. –High
	Music	032	220
	Art	006	220
	Theater	048	220

## **Time Limit on Licensure Applications**

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

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

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

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

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

## **Some Suggestions for Completing a Teaching Application**

### **Applying for a Position and Keeping Documents Current**

Most school districts require that you submit an online application when applying for a teaching position. Districts post open positions and application links directly on their district homepages. Once on the homepage, search “Employment”, “Jobs”, or follow links to Human Resources or Central Office. Look specifically for links to open “certified” or “certificated” positions or buttons to start your application. Large districts will manage their own application systems, while smaller districts tend to use consortia or educational service centers as a repository for screening applicants. When using consortia portals, applicants can apply to multiple districts after uploading materials into a centralized location. In all online application systems, applicants will be asked to create an account, follow prompts, and upload materials into the system.

Applicants should have the following documents available as PDFs for ease when uploading: resume, cover letter, reference letter(s), official transcripts, and copy of license. If you have questions about how or what to submit, contact the district human resources/central office general number for guidance.

Check district and consortia websites often for new job postings. Most online application portals will keep your account and documents active for 1-2 years before making your account inactive. You will have access to update your materials as long as your account stays active in the district/consortia application system. Be sure to check your account often and make changes when necessary.

Use this link: <https://escco.org/about/> to find school districts in the central Ohio area.

### **Keep a Record of Your Application Materials**

You should keep copies of all the materials you submit in case you are called for an interview. At the interview, the school district personnel may ask you to elaborate on the materials you have sent them.

## Completing the Application Form: Some common questions and answers.

- **Position Desired:** In responding to this question, be as broad as possible. Do not specify a grade level. Possible responses: Elementary School Teacher (K-3); History/Social Studies Teacher (7-12).
- **Type of License:** Four-year Resident Educator License.
- **Expiration Date of License:** Unless you have indicated otherwise, your license will be dated July 1 of the year you complete the application. It will expire four years later.
- **Copy of Your License:** If you have not yet received your license, indicate that your application is in process. Do not delay applying while you wait to receive your license.
- **Teaching Experience:** List your student teaching and major field experiences. Also list summer or part-time positions related to education.
- **Professional Organizations:** List all of these and any scholastic honoraries.
- **Credits and GPA in major:** For early childhood majors, list only education courses. For other licensure programs, list courses required for your subject area(s); you also may want to add another category for your education courses.

**Good luck with your job search, and keep in touch!**

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## Preparing Your Resume and Cover Letter

A resume is a means of introducing yourself to a potential employer and acquiring an interview. The purpose of a resume is not to get a job, but to open the door for an interview so you have a chance to sell yourself. The resume is designed to show how your qualifications and achievements can meet the employer's needs. There is no one accepted format for a resume. It should be individualized for each type of position sought, and positive – with the emphasis on your assets. It is a tool to help show the employer that you are a hard worker, a doer, a people relater, as well as energetic, ambitious, and a self-starter. In addition to utilizing this resume guide and the instructions incorporated in your web registration materials, Career Services recommends that you prepare your resume in rough draft printout form and have it evaluated by a Career Services staff member before finalizing it.

### Appearance Makes First Impression

A neat appearing resume will go a long way in creating a good, first impression. If the appearance is messy then you may be perceived the same even though your qualifications may seem desirable in every other way. Most interviewers will review a resume in 30 to 60 seconds. In most cases, a resume should be no more than one page in length.

Your resume should be printed on good quality bond paper. The appearance must be neat since careless errors or misspelled words may cost you a chance for a job.

Use of “white space” is important in creating an impression of neatness and orderliness. Double spacing, underlining or boldfacing can be used to highlight important points to which you want to draw the employer's attention. Sufficient spacing between all elements helps to create a clean, pleasing impression. Crowding in too many details results in an untidy appearance that repels the reader.

## Organization

It is important to show an orderly, reasonable process of organizing the separate elements of your resume. Sentences can be incomplete but should be easy to follow. Unless you have proof that you have a better idea, it is wise to stick to a rather conventional, conservative layout with straight lines and non-erratic paragraphing. The major elements of a resume include Identification, Career Objective, Education, Experience, Activities/Honors/Awards, Interests and References.

## Elements of a Resume

**Identification --** It is necessary for you to list your current address and telephone number so a potential employer reading your resume knows how to get in contact with you. Your permanent address should also be included so if you move and an employer tries to reach you at a later date, there is a more permanent address to contact.

**Career Objective --** If possible, this statement should be broad enough to cover a general area employment including short and long range goals. If you have several job interests that are not compatible, then separate resumes should be prepared for each interest. The remaining information on the resume is designed to support your career objective and your qualifications for the stated type of position.

**Education --** Since your major courses in school and your achievement in these courses indicate your interests and ability, this section should show the degree(s) achieved and any highlights involved. The highest degree level should be listed first showing graduation date and major (and minor) subject. You may also want to list "Additional Area(s) of Study" including fields in which you have 8-10 credits. You should list only those colleges from which you have received degrees. It is not necessary to include your high school attendance.

Many employers would like an indication of your grades. If you have grade point average above 3.00 overall for your junior/senior years, it would be well to include it.

**Experience --** Virtually all graduates have experience relevant to the positions they seek. Sample resumes can be obtained from Career Services.

If the candidate has held positions similar to those being sought, he/she may show that "Professional Experience" in reverse chronological order with the most recent experience first. Each experience should include a job title, employer, city, state and dates. Those experiences should include 2-4 brief statements, introduced by action verbs, describing the highlights of the experiences, e.g. supervised six employees; developed unit on Olympics. Additional employment may be listed under the category of "Other Experience" and include only job title, employer, city, state and dates.

If the candidate has not held a position similar to the type being sought he/she may create a list of 6-8 employment, volunteer and classroom highlights, each introduced by action verbs, to show preparation relevant to the career goal. It is a good idea to link the career objective (e.g. management) with the experience section (e.g. management experience). Since employers want to know where candidates have worked, the highlights section should be followed by a "Work History" section listing job title, employer, city, state and date of each experience.

**Activities/Honor/Awards** -- This section is more important for the recent college graduate than for the person who has a number of years of work experience after graduation. Employers often look to this section for indications of leadership skills. Offices held or projects carried out for campus or community organizations should be listed.

**Interests** -- To be certain that you represent yourself as a well-rounded individual, it is helpful to list some of your physical and mental interests.

**References** -- It is proper to state “references furnished by request,” or you may indicate that credentials are on file and available from OWU Career Services upon request. If a job announcement calls for you to provide the names and addresses of references, you should submit your placement file or attach your resume on a separate sheet of paper listing the names, business addresses and telephone numbers of the requested number of references. A sample reference page can be obtained from Career Services.

Your reference should be people who are familiar with your academic and work capabilities. Professors who know you well and former employers carry considerable influence. People with a high professional standing as well as individuals employed in the career field which you are seeking are excellent references. **Courtesy dictates that you ask your references’ permission before using their names and that you provide each reference with a copy of your resume.**

## **Cover Letter**

A resume or application form should never be sent without a cover letter. A cover letter should be prepared after you have completed your resume and should address three items: 1) the position for which you are applying and identification of the sources/s from which you found out about the job, 2): highlights of your education and/or experience which make you particularly well-qualified for the position, and 3) a request for an interview or a statement indicating that you will be calling to set up an interview.

It is advisable to prepare each letter individually on paper that matches the paper used for your resume. It is often worth a telephone call to; find out the correct name and title of the employer in order to avoid beginning letters with “Dear Sir/Madam.” You may want to ask another person to read your cover letter, checking spelling and grammar. Although it is not always possible, you should avoid beginning sentences with “I”. Remember to sign your letters above your typed name.

## **Final Thoughts**

The written materials you submit in an application for a position are extremely important. While such materials will not produce a job offer, inadequate materials will probably remove you from further consideration. To be certain that your cover letter and resume are of a high quality, you are encouraged to utilize the assistance of Career Services.

# Your First Job Interview: The Basics

By Sandra Tonnsen  
(Kappa Delta: I Record, Summer, 1998)

The employment interview is an exhilarating experience—and a frightening one too. When the telephone call comes with an invitation for a job interview, a first-time applicant for a teaching position realizes that his or her future is being made. After the adrenaline rush, the question becomes, “Can I convince a potential employer that I’m a great teacher?” There are several steps you can follow to improve your chances for success.

Understand that the interview has two basic purposes: The school or district wants to find the best candidate, and you want to determine if the opportunity best suits you. The employer is looking for someone who will fit in well with the educational environment. You are searching for a position that will complement your educational philosophy.

Realize the interview is not adversarial. The interviewer wants you to succeed. In general, he or she will make you comfortable and avoid embarrassing you, a potential employee. Good interviews are polished, professional, and positive encounters. Others, however, may be cursory, ill-planned, or poorly executed. Negative encounters are learning experiences. Brush them off, and build confidence in your ability to interview effectively.

You only get one chance to make a good first impression. This cliché is critical to employment success. Employers make the selection decision within the initial minutes of the interview (Seyfarth 1991). In one study (Burbage 1990, 122-23), school principals commented: “From the moment they come in for an interview . . . decisions have been made” and “I have a great hunch about recommending or not recommending a prospective candidate during the first few minutes of the interview process.”

## **Do Your Homework**

Find out all you can about the school, the district, and the position before being interviewed. Read related brochures, newsletters, and, if possible board minutes. Scan local newspapers for articles on education and schools in the area. If you know individuals working for a potential employer, ask questions about their experiences. Check with professors or fellow students about additional information on the school or the district.

Anticipate interview questions, and preplan your responses. Among the core questions typically asked of new teachers: Why did you choose a career in education? Why do you want to work here? What are your strengths and weaknesses? What do you plan to be doing five years from now? Why should we hire you? Interviewers often begin with an open-ended request: Tell me about yourself. When faced with such an arduous task, respond carefully. Avoid launching into a twenty-minute discourse on your personal background. Instead, recall your resume, and stay focused on the attributes that will land you the job.

Practice interviewing. Have a trusted friend conduct a mock interview. If you really want to improve your delivery, videotape it. Watch it, critique it, have family and friends critique it, and make improvements.

Plan your interview attire. A suit is always acceptable, even if a school has an informal atmosphere. Jeans, shorts, and other casual wear are never appropriate. Your clothes should enhance your professional image. Your manner of dress contributes to the image you want to project. Make sure nothing detracts from it, including earrings, perfume/cologne, or a food stain on your blouse or tie.

Take examples of your work with you. Some school districts require applicants to submit a portfolio. A few ask for a videotape to examine teaching styles. Others request that you teach a lesson as part of the interview process. Many ask for none of these. However, you will truly stand out from other applicants by providing the interviewer with sound evidence of your teaching ability.

If possible, ascertain who will be interviewing you. Ask the person who calls you to set up the appointment. In some school districts, only one person will be present, usually the principal or the personnel director. In others, you may be interviewed by a team, including administrators, teachers, students, and even parents. If you know the situation, you will be better prepared to handle yourself.

Tip: You may be asked to respond in writing to some question or situation. An interviewer wants to judge your writing ability, so hone your impromptu writing skills.

Predetermine the exact interview location. If convenient, drive to the site prior to the session. When the big day arrives, allow yourself plenty of time to get there, keeping in mind possible traffic snares. Arrive for the interview at least fifteen minutes early. Find a restroom where you can freshen up. Check the mirror. Is everything still in place? Take a few deep breaths, run cold water over your wrists, have a drink of water, and conduct any stress-reducing exercises that work for you. Once prepared, you are ready for the interview.

### **Follow Basic Guidelines**

Enter the interview room with an air of confidence, even if you feel otherwise. Maintain good posture. Smile. Make eye contact. Shake hands firmly. Relax. When the interviewer offers small talk, reply with casual responses. Consider the conversation as an icebreaker to bolster your confidence.

Once the formal interview begins, listen carefully to the questions. If you do not understand any of them or if you do not know an answer, say so. Most interviewers can detect bluffing. Answer each question as honestly and as openly as possible. Be candid. If you work too hard at what you think the interviewer wants to hear, you may fail to make a sound decision on whether the school or district is right for you.

Do not ramble; just answer the questions as succinctly as possible. If the interviewer prompts you or asks you to elaborate several times, he or she wants more than you are giving. Only then should you provide more extensive answers.

Think through a question if you need to organize your thoughts before answering. Silence is not a negative. Assure the interviewer that you understand the question but need time to prepare an appropriate response. A thoughtful job candidate makes a better impression than one who shoots from the hip.

A little humor never hurts. It is perfectly acceptable to laugh at yourself, but avoid coming off as the class clown. You want the interviewer to see your human side. Be careful, however, of nervous giggles.

Maintain eye contact with the interviewer. Look at the person when he or she is asking you a question as well as when you answer. By doing so, you appear interested, honest, and confident.



Try to keep your hands open and in sight during the interview to appear warmer and accessible. Place your hands in your lap if no table or desk separates you from the interviewer. If there is a table in front of you. Place your hands on the table. Avoid fidgeting. Tip: Keep hand gestures and facial expressions tame but do not eliminate them. You want to come across as natural and vibrant.

Finally, the interview will come to a close. Expect to be asked if you have any questions, and have at least four ready. You may want to begin with a couple of easy ones: What is the school's proudest area? What has kept you motivated while working here? Follow up with any that might prove awkward: Have any of your teachers left the school under tense circumstances, and if so, why? Interviewers are impressed by job candidates who come to the session with their own questions.

End the interview with a firm handshake, and avoid loitering. Leave your future employer with a professional, clean exit.

## **References**

Burbage, T. G. 1990. A study of the use of personal traits in teacher selection as perceived by South Carolina secondary public school principals. Ed.D. diss., University of South Carolina, Columbia.  
Seyfarth, J. T. 1991. *Personnel management for effective schools*. Boston: Allyn and Bacon.

# **Common Questions Asked by Educational Employers in the Interview**

You will be more poised and less tense during the interview if you have formulated in advance some answers to anticipated questions. Listed below are some of the questions which are frequently asked by the hiring official.

1. Why do you want to teach?
2. Why do you want to teach in this district?
3. Why do you think you will be a successful teacher?
4. What are your strengths? What are your weaknesses?
5. What are your attitudes toward extra-duty activities?
6. What do you believe your role and obligations to be toward other faculty members?
7. What are your attitudes toward supervision?
8. What techniques do you use in developing rapport with students?
9. How would you individualize instruction in your classroom?
10. What do you consider to be the ideal learning environment?
11. What teaching techniques are effective for you?
12. How would you organize and what would you include in a unit lesson plan?
13. How do you expect to motivate students?
14. What subjects are you qualified for and certified to teach?
15. Why did you choose your particular major field?
16. What was the greatest highlight of your college career?
17. What out of school experiences have you had working with children?
18. Tell me about your student teaching experience.
19. How would you handle discipline problems?
20. What type of classroom atmosphere would you establish to prevent discipline problems?
21. Do you anticipate any difficulty in classroom control?

## **How to Improve Your Chances for Employment through the Interview**

1. Do not display a demanding attitude to secretaries or personnel workers.
2. Show enthusiasm, particularly for the learner.
3. Show a genuine interest in teaching. Know pertinent information about the district to which you are applying.
4. Be positive in your attitude and self-confident.
5. Show maturity and flexibility.
6. Be willing to accept additional non-teaching assignments.
7. Know what you are qualified to teach. Be qualified to teach in more than one subject field.

### **Pet Peeves of Administrators**

1. Poorly written letters of application, i.e. grammatical errors, misspelled words.
2. Duplicated letters of application. (Most go straight to the wastebasket.)
3. Collect telephone calls by candidates without permission.
4. Use of political pressure and name dropping.
5. Failure to inform potential employers or placement officials of address and telephone number changes.
6. Poor resumes.
7. Unsolicited contracts and support of a candidate from persons whom the interviewer does not know.
8. Insisting on an interview when no vacancies are listed or anticipated.
9. Bringing friends or relatives to an interview. (Jobs are lost this way)
10. Lack of communication skills.
11. Stressing the satisfaction of personal needs.
12. Negative remarks about student teaching.
13. Accepting a position and then rejecting it.

\* Much of the information listed above was taken from A Nationwide Study of Teacher Employment Practices conducted by Merle R. Leshner and Stanley Wade, of the Department of Secondary Education at Northwest Missouri State University.

# Make the Most of Your Interview

The interview process is one of the most important experiences in your life. The time you spend with an interviewer, usually 20-30 minutes, could well determine what you do for the rest of your life. Therefore, it is important to make the most of this opportunity to present your qualifications. To accomplish this, it is important to understand that there is more to a successful interview than those 30 minutes. A successful interview is definitely a process. The next few pages show you the stages in the interview process and how to make the best of those 20-30 minutes which can affect the rest of your life.

## Pre-Interview

Be prepared. A successful interview is the result of hours of preparation on your part. Before you can do a good job of letting the interviewer get to know you, you need to know yourself—thoroughly. What are your aspirations and goals? What type of position are you looking for? Why would you be good at certain jobs? What are your strengths and weaknesses? What are your basic values? Career Services has several exercises you can complete to get a self-evaluation.

Research the school to which you are applying. Valuable interview time is saved if you already know the basic information about the institution, its location, number of students, sites of attendance centers, and something about the community. But don't stop there. Find out all you can. The more you know, the more comfortable you'll be with the interviewer and the better you will do in the interview. Career Services can help you find resources to research the school, college or university in which you are interested.

Once you have researched the school and know yourself thoroughly, write out a number of questions you would like to ask the interviewer. An interview is a two-way street. You want to obtain as much information about the employer as he/she wants to find out about you. Learn what your responsibilities will be, the budget allocated to your area, how discipline problems are handled and the extra-duties which will be expected. This accomplishes two things – you find out what you want to know, and the interviewer perceives you as a serious candidate. Therefore, think about the questions you will ask. Make sure they reflect your interest and that you are not asking just to be asking.

Choose what you wear carefully. Your appearance is vital to the success of your interview. Most experts agree that the initial impression you create in the first five to ten minutes will determine whether or not you are offered a position. It is possible to reverse a negative impression, but why work from a deficit. A positive first impression does not mean new and expensive clothes. It does mean a clean and neat appearance – top to bottom. Don't be outlandish. Avoid extremes. Just as long hair creates an impression, so does a shaved head. Bright, trendy clothes create an impression about you, as do clothes that were in fashion ten years ago.

A good rule of thumb is to be sensible and be comfortable. New clothes that are uncomfortable won't serve you as well as the clothes you already have and know are comfortable. Neutral or dark colored suits (black, navy, brown, tan, gray) give a professional impression.

Practice the interview. Use the mirror and a tape recorder. Do you know how you sound? Once you know yourself, practice your responses to the accompanying list of commonly asked questions. Don't practice so you'll know your answers word for word, but so you will be comfortable with the ability to answer questions. Be ready for unexpected questions: "Tell me a story," or "What can I do for you?" or "Tell me about yourself." By knowing yourself and practicing, you'll be ready to handle most questions the interviewer may ask. Practice sitting. Don't laugh. Have you ever had to sit for 30 minutes while the

focus of the conversation is on you? You need to be comfortable, yet alert. Don't slouch, but don't sit on the edge of the chair so that it is in danger of tipping. Practice all this in front of a mirror and with someone you trust so you can see what type of impression you create. This will allow you to make changes if necessary.

Be familiar with your portfolio and use it to answer interview questions. Consider taking an extra copy for the interviewer(s) to see.

Promptness. Be early. Don't plan to arrive on time. Plan to be at your interview site 5-10 minutes before the interview is scheduled to begin. Check ahead of time so you know in which room the interview is being conducted.

Nervousness. It's time for the interview. Relax. You know yourself and what you want. You know the interviewer's name. (If you are not sure of the pronunciation, check with someone who is). Nervousness is natural. The interviewer expects it. So, expect it yourself. Be ready for it. Don't let it beat you. You are prepared for this interview, so that even though you are nervous, you can give the appearance of calmness. You're OK.

## **During the Interview**

Be yourself. You've prepared. You know who you are so let yourself come through. Respond to the interviewer's questions thoroughly, with more than yes or no answers, yet not too lengthy. While it is essential that you give the interviewer the information he/she is seeking, it is also important that you not talk yourself out of the job. This is where your practice with someone you trust will help. You have received the feedback when you've been too wordy. This is your chance to let the interviewer know what you can do for the school and students. Therefore, complete responses to several questions will serve you better than a long digression on one or two questions. Your answers should highlight your strengths and minimize any weaknesses you may have. Be positive – about yourself and your experiences. If, for some reason, you have had a bad work experience, don't dwell on it and the negative impressions you have of the employer. Talk about what you've learned as well as the experience and knowledge you can bring to this new position.

Be honest. It is important the interviewer gets to know the real you. If you misrepresent yourself, you may experience some difficulties once you get on the job. The interviewer is just as anxious to find a quality employee as you are to find a suitable position. Let the interviewer get to know you, and you find out for yourself if the position for which you are interviewing is what you want.

Listen. Answer a question only after the interviewer is completely finished. Listening to your interviewer is as essential as speaking out honestly and forthrightly about your abilities. The ability to listen shows your attentiveness and reflects your interest in the job. It also helps you understand both what is said and what is meant. If a question or comment is confusing, ask for clarification.

## **Post-Interview**

Review. Now that the interview itself has concluded, the interview process has one final stage – review and follow-up. Evaluate yourself. How did you do? Were you adequately prepared? Were your responses concise, yet comprehensive? Did you find out everything you wanted to know? How do you feel now? If you know you have some areas to improve, start now. Most folks don't obtain a job after a single interview. Prepare now for the next interview you have.

If you deem it appropriate based on the content of your interview, it is courteous to follow-up the interview with a letter thanking the interviewer again and seeking to see if a decision has been made. This should be done no sooner than a week after the interview. Give the interviewer at least a week to return to the office to discuss the candidates, make the decisions, and then notify the person chosen for the position.

If you are not chosen for the position, you're still OK. Don't worry. Think about it. While you should be disappointed at not receiving the position, you need to understand the variety of reasons you may not have been chosen – none of which may have anything to do with your capabilities. It is important for you to maintain confidence in yourself. Make sure you've worked on any areas that you feel need strengthening and get ready to go again. Look at the first interview as a good experience. Did you learn from it? Sure you did! Now, prepare for the next time, and go through each stage of the interview process.