

Cleveland State University



College of Education and
Human Services

Office of Field Services Handbook 2010-2011

<http://cehs.csuohio.edu/fieldservices>

Table of Contents

Table of Contents.....	i
What’s New in 2010-2011?	iv
Overview.....	1
Office of Field Services: Mission	1
Organizational Structure and Contact Information.....	1
College of Education and Human Services	3
Model of Teaching.....	3
College Outcomes.....	5
Additional Resources	7
Office of Field Services	7
Education Student Services Center (ESSC).....	7
Career Services and Placement Center	8
The Writing Center	8
Curriculum Library	9
Judicial Affairs.....	9
Office of Disability Services.....	10
Information for Interns.....	11
Working with OFS: Field Experiences and Internships	11
Matching Process	11
Rules and Requirements for Field Experiences	11
Applying for a Field Experience.....	19
The Field Experience	27
Professionalism.....	27
Getting Started	32
Academic Requirements	34
Responsibilities.....	43
Learning from Experience	49
Working with a Mentor Teacher.....	51
Working with a Supervisor	55
Lesson Planning.....	57
Observation and Evaluation.....	60
Seminars.....	71
Concerns during the Experience	73
Completing the Experience.....	76
Appendices: Forms, Codes and Policies.....	80
Forms	80
Student List of Professional Dispositions.....	81
Internship Site Orientation.....	82
Intern Attendance Form	84
Class Profile	86
Weekly Reflection Log.....	88
Teacher Work Sample Rubric.....	89
Standard Lesson Plan Format: Directions.....	90
Standard Lesson Plan Format	92
Intern Observation and Formative Assessment Form – General	93

Office of Field Services Intern Field Experience Record and Evaluation Form 98
Office of Field Services Concern Conference Record..... 100
Codes and Policies 101
National Education Association Code of Ethics 101
CSU Academic Misconduct Policy 103
Student Rights 105
Alternate Child Abuse and Neglect Recognition and Prevention Training Opportunities 106

Index of Figures

Figure 1: CSU Model of Teaching..... 3

Index of Tables

Table 1: CEHS Knowledge Bases 4
Table 2: Teacher Education Outcomes and Alignment with Praxis Domains..... 6
Table 3: Allowable District Requests 12
Table 4: Partner Schools 13
Table 5: District-Specific Requirements..... 14
Table 6: Licensure-Specific Requirements for Field Experiences 17
Table 7: Non-Academic Pre-requisites by Licensure Program 25
Table 8: Indicators of Child Abuse and Neglect..... 31
Table 9: Summary of Field Experiences..... 36
Table 10: Suggested Timeline for Practicum Internship 39
Table 11: Suggested Timeline for Student Teaching Internship 41
Table 12: Division of Responsibilities between Field-Based and Seminar-Based Supervisors.. 57
Table 13: Intern Observation and Evaluation Timeline for Fall and Spring Practicum and Student Teaching 63
Table 14: Intern Observation and Evaluation Timeline for Summer Practicum and Student Teaching..... 64
Table 15: Sample Objectives and Timelines for Pre-Concern Conferences..... 74

What's New in 2010-2011?

Welcome to the 2010-2011 version of the OFS Handbook! I hope that interns, mentor teachers, supervisors, and faculty advisors alike find this handbook and the materials on this CD to be a valuable resource in guiding CSU students through the field components of their licensure program. Because this CD is filled with information, it can also be a little bit overwhelming. Although it is unlikely that you will read this book cover to cover, I encourage you to use the links embedded in the document to navigate to specific sections when you have a question. You can click on the titles in the Table of Contents to skip directly to a page, or you can open up a window in Adobe showing bookmarks for every item in the Table of Contents.

If you are already familiar with the OFS handbook, here are some highlighted revisions and additions that you may find useful:

- Revision and update of the Partner District and School List (Table 3 and Table 4, page 12)
- Changes to the requirements for background checks (page 23)
- Significant changes in the observation forms and processes (page 65)
- Clarification of procedures for supervisors and mentor teachers if there are concerns about an intern's progress (page 73)

If you find that you still have questions that are not answered by the material in this handbook, please do not hesitate to contact the Office of Field Services at (216) 687-4616.

We look forward to serving you.

Sincerely,



Brian P. Yusko
Associate Dean of Academic Affairs
College of Education and Human Services

Overview

Office of Field Services: Mission

Welcome to the Office of Field Services, referred to throughout this handbook as OFS. The Office of Field Services is the primary link between the College of Education and Human Services (CEHS) and area schools and school districts.

OFS is responsible for assisting Cleveland State faculty and students with all aspects of the two major field experiences—practicum and student teaching internships—required for most students pursuing teacher licensure. In addition, OFS assists faculty members of methods courses in identifying and coordinating student matches for minor field experiences which primarily involve observation and minimal teaching.

The mission of OFS is to facilitate all aspects of the field experiences—including matching, orientation, supervision, and evaluation—to ensure that all Cleveland State students and interns have educative experiences that will aid them in their development into highly skilled, effective, hardworking, reflective, and responsive educators.

To accomplish this task, our office has established four major goals:

1. We will make timely and appropriate matches for CSU students and interns
2. We will provide useful information and maintain effective communications with interns, supervisors, and mentor teachers
3. We will monitor CSU student and intern field experiences to ensure that the experiences are educative
4. Where necessary, we will mediate concerns arising from interns, supervisors, mentors, and school administrators

This handbook is provided to help CSU students, faculty, supervisors, and mentor teachers understand the procedures we use to match students, the guidelines and requirements of field experiences, the responsibilities and expectations for everyone involved, and policies and procedures pertaining to field experiences.

Organizational Structure and Contact Information

The Office of Field Services is organized around the following structure and staff. It is helpful to contact the person who is most likely to help you with your questions. If you are unsure of who this person is, call the main OFS number at (216) 687-4616 or e-mail ofsassistant@csuohio.edu.

The OFS Director is a faculty member who oversees the operations of the office, proposes and implements policy changes related to OFS, and provides guidance and recommendations to program area faculty regarding OFS curriculum.

Two professional staff members, called Program Coordinators, provide direct support to students by coordinating the match process, monitoring the students' field experiences, and providing professional development opportunities for supervisors and mentor teachers. Through contact with district coordinators, school site coordinators, students, and CEHS advisors, the Program Coordinators strive to make the best possible match for each individual student. During the semester, the Program Coordinators work with supervisors, mentor teachers and interns to

troubleshoot and mediate any concerns that arise. One Program Coordinator works with the West side matches and the other Program Coordinator works with the East side matches.

The office is supported by several full-time administrative staff. When you call the OFS, your first contact will be with the front office secretary, who can answer your questions or forward your call to the appropriate person. Two administrative secretaries provide support for the office and are responsible for all payments disbursed by OFS to supervisors, mentor teachers, school site and district coordinators. Like the Program Coordinators, they divide these responsibilities according to East and West side.

In addition to OFS staff, the office works closely with full-time faculty in each program area to facilitate student advising, coordinate syllabi for field experiences, and work with supervisors and mentor teachers. If you have questions related to requirements for a specific program, we encourage you to contact your assigned faculty advisor or an advisor from the Education Student Service Center.

Staff	Contact Information
Director	Julka Hall 186 b.yusko@csuohio.edu
Kathie McNeilly West Partnerships Program Coordinator	(216) 687-3934 Julka Hall 185 k.mcneilly@csuohio.edu
Sashelle Thomas-Alexander East Partnerships Program Coordinator	(216) 687-4572 Julka Hall 184 s.alexander17@csuohio.edu
Sally Hendricks Administrative Secretary—West	(216) 523-7113 Julka Hall 187 s.hendricks@csuohio.edu
Kim Hurn Administrative Secretary—East	(216) 687-4719 Julka Hall 187 k.hurn@csuohio.edu
Flo Roberts Front Office Secretary	(216) 687-4616 Julka Hall 187 f.roberts@csuohio.edu
General Inquiries	ofsassistant@csuohio.edu

College of Education and Human Services

Model of Teaching

The Cleveland State University (CSU) Model of Teaching is expressed as “**The Teacher as a Reflective, Responsive Professional – A Partner in Learning.**” CSU teacher education graduates are known for distinctive abilities that reflect the four knowledge bases that compose this model: Inquiry, Contextualism, Partnership, and Professionalism. As Figure 1 indicates, the four elements of the model are related and emanate from our common beliefs about learners and the teaching-learning process. Inquiry (reflective), Contextualism (responsive), and Partnership (partner) guide the design of program elements, e.g., program outcomes, instructional strategies and activities in courses, and program evaluation.



Figure 1: CSU Model of Teaching

As conceptualized, the three elements in the Knowledge base are encircled by the concept of Professionalism. The Model assumes that Professionalism is not a plateau but rather a career-long process of reflection and growth, an ongoing process whereby teachers constantly enhance their understanding of how Inquiry, Contextualism, and Partnership relate to the teaching-learning process. Finally, at the very center of the Model is the learner. CSU teacher education graduates take seriously their role in implementing and adapting the Model to a variety of instructional environments, urban and suburban, where learner diversity – measured in terms of gender, race, ethnicity, socio-economic status, and exceptionality – is often in high profile.

Table 1 on the next page provides more detail about each of the four knowledge bases. For more information about the CSU Model of Teaching, you can view the Conceptual Framework Report and Teacher Education Model on the CSU web site at:

<http://cehs.csuohio.edu/about/conceptual-framework.html>

Table 1: CEHS Knowledge Bases

Professionalism		
Professionalism affirms that: <ul style="list-style-type: none"> • Teachers can and should assume greater collective responsibility for defining, transmitting and enforcing standards of professional practice so that their clients or students are well served. • Teacher education is a career-long process beginning with undergraduate studies and culminating in retirement. • Teacher education programs should provide ongoing opportunities for continuous development that promote systemic reform initiatives in subject matter teaching, use of technology, equity, assessment, and school organization. • Teacher education programs should develop professionalism such that graduates will assume leadership roles both within and beyond the classroom 		
Inquiry	Contextualism	Partnership
CSU teacher education interns investigate the Inquiry approach from the dual perspectives of learner and teacher. The inquiry approach: <ul style="list-style-type: none"> • Provides students with opportunities to review, critically analyze, and self evaluate their learning and produce knowledge within the context of the classroom • Allows teachers and learners to share responsibility for learning • Support students’ comprehension of challenging material by considering what they already know and expecting them to ask questions, investigate the topic, and determine for themselves what they have learned (A, B, and C) 	The emphasis on context recognizes that: <ul style="list-style-type: none"> • Learning is contextually situated • Learning is inextricably intertwined with and informed by the developmental, sociocultural, and institutional contexts in which it is being constructed and internalized • Teachers must incorporate into their teaching the cultures and background that students bring to the classroom to help learners bridge connections between home, school, and the larger society • Teachers need to understand the nature and significance of diversity in all its multiple forms • Teachers need to understand how historical, political, and economic forces and structures influence all levels of the educational enterprise (A and B) 	Partnerships encompass the notion of: <ul style="list-style-type: none"> • Individuals working together to learn • Individuals, organizations, or social structures collaborating to facilitate and enhance achievement of learning outcomes • CSU teacher education interns investigating the following concepts: <ul style="list-style-type: none"> • The importance and benefits of partnerships and collaboration • Social aspects of learning • Techniques for structuring learning experiences that involve partnerships • Methods for encouraging students to work together effectively • Procedures for establishing and maintaining collaborative efforts with parents, community members, colleagues, businesses, and universities (D)

College Outcomes

The four knowledge bases have been articulated as twelve distinct outcomes that all teacher licensure students must demonstrate in order to be recommended for licensure. The teacher education students' competence in these twelve outcomes is measured in multiple ways throughout the program. These assessment strategies include course grades, standardized tests, and portfolio artifacts.

During their internships, CSU practicum and student teaching interns demonstrate their mastery of knowledge, skills, and dispositions for each of the twelve college outcomes using artifacts that they produce. For more information about this process, refer to the Portfolio section of this handbook or download the College Portfolio Handbook, available online at:

<http://cehs.csuohio.edu/students/portfolios/>

Supervisors and mentor teachers evaluate CSU interns using the Praxis III Domains to help them prepare for the state-administered Praxis III performance assessment during their first year as new teachers. The Praxis III domains are:

- Domain A: Organizing Content Knowledge for Student Learning
- Domain B: Enhancing the Learning Environment
- Domain C: Extending Student Thinking
- Domain D: Professionalism in Field Experiences

Although the college outcomes and Praxis domains may appear to be two distinct sets of requirements, they are closely related. The outcomes identify the knowledge, skills and dispositions that CSU expects of its students, while the Praxis domains focus primarily on the act of teaching. Table 2 shows how the college outcomes are related to the four knowledge bases and aligned with the Praxis III Domains.

Table 2: Teacher Education Outcomes and Alignment with Praxis Domains

Outcome and Knowledge Base	Praxis Domains
<u>Personal Philosophy</u> . The CSU teacher education student articulates a personal philosophy of teaching and learning that is grounded in theory and practice [Knowledge Base: Professionalism]	D
<u>Social Foundations</u> . The CSU teacher education student possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the worlds in which we live [Knowledge Base: Contextualism]	D, B
<u>Knowledge of Subject Matter and Inquiry</u> . The CSU teacher education student understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person [Knowledge Base: Inquiry]	A, B
<u>Knowledge of Development and Learning</u> . The CSU teacher education student understands how individuals learn and develop, and that interns enter the learning setting with prior experiences that give meaning to the construction of new knowledge [Knowledge Base: Contextualism]	A, B
<u>Diversity</u> . The CSU teacher education student understands how individual differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching learning [Knowledge Base: Contextualism]	A
<u>Learning Environment</u> . The CSU teacher education student uses an understanding of individual and group motivation to promote positive social interaction, active engagement in learning, and self-motivation [Knowledge Base: Contextualism, Partnership]	B
<u>Communication</u> . The CSU teacher education student uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments [Knowledge Base: Inquiry, Partnership]	A, B, C, D
<u>Instructional Strategies</u> . The CSU teacher education student plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development [Knowledge Base: Contextualism, Inquiry]	A, B, C
<u>Assessment</u> . The CSU teacher education student understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and give accounts of students' learning to the outside world [Knowledge Base: Inquiry, Contextualism,]	A, B, C
<u>Technology</u> . The CSU teacher education student understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs [Knowledge Base: Contextualism]	A, C
<u>Professional Development</u> . The CSU teacher education student is a reflective practitioner who evaluates his/her interaction with others (e.g., learners, parents/guardians, colleagues, professionals in the community) and seeks opportunities to grow professionally [Knowledge Base: Inquiry, Professionalism, Partnership]	A, D
<u>Collaboration and Professionalism</u> . The CSU teacher education student fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students' growth and well-being [Knowledge Base: Professionalism, Partnership]	D

Additional Resources

Office of Field Services

Contact Information

Visit: Julka Hall 187
 Call: (216) 687-4616
 Email: ofsassistant@csuohio.edu
 Web: <http://cehs.csuohio.edu/fieldservices>

Education Student Services Center (ESSC)

This is the advising office for the College of Education and Human Services. The ESSC provides students with information about and help with acceptance into College programs. The office will conduct an INTAKE INTERVIEW to:

1. Assess the student's qualification for acceptance into a College program;
2. Help the student decide on a program;
3. Analyze the student's transcripts to determine status regarding program requirements;
4. Help the student understand all program and College requirements.

This office will also:

1. Assign a faculty advisor to the student
2. Track the student's progress through the College Student Data Base
3. Process the graduation application and teacher licensure application when submitted
4. Provide a timeframe for return of the actual license document from the State Department of Education
5. Provide both BCI and FBI Fingerprinting Services. (They must be paid for at the Cashier's Office and shown the receipt to ESSC for services). Please contact the office for days/times when fingerprinting is done and the fees for each service.
6. Process the student's state teaching license application
7. Provide information about Praxis II Examination requirements, dates, costs, and procedures
8. Answer questions regarding completion of the Teacher Preparation Program

*Students should be sure to have current copies of their Programs of Study on file in the office, especially if they've been given transfer credit(s) from another college/university or waivers.

Advising Office Hours

Day	Time	Place
Monday-Thursday	8:00 a.m. – 6:00 p.m.	RT 1401
Friday	8:00 a.m. – 5:00 p.m.	RT 1401
Saturday (1st & 3rd of every month)	10:00 a.m. – 1:00 p.m.	MC 110

Contact Information

Visit: Julka Hall 170

Call: (216) 687-4625

Email: coe.advising@csuohio.edu

Web: <http://cehs.csuohio.edu/students/advising/undergraduate/fourways.html>

Career Services and Placement Center

The Career Services Center provides interns with the following information:

- Procedures for registering with Career Services
- Available information and services
- Spring Job Fair
- Assistance with resume development
- Practice interviewing sessions
- Posting available in state/out of state teaching positions
- Passes to Teacher Recruitment Fairs

Office Hours

Monday - Friday

8:00a.m. - 5:00p.m.

Contact Information

Visit: Rhodes Tower West, Room 280

Call: (216) 687-2233; (888) CSUOHIO (toll free)

Email: careers@csuohio.edu

Web: <http://www.csuohio.edu/offices/career/>

The Writing Center

Writing is an important skill for all students, teachers and professionals of every kind. Students at Cleveland State University find that classes in every discipline use writing to help them explore, create and communicate ideas. Student writing can take many forms, from lab reports to research papers, group projects to journal entries. The Writing Center is here to help with any writing students do.

At the Writing Center we recognize that writing is an individual process that goes through many stages. Through tutoring and workshops the Center can help students:

- talk about their projects
- generate and focus ideas
- draft and revise papers
- improve their writing style
- understand different forms of writing

Teacher as a Responsive, Reflective Professional: A Partner in Learning

- handle technical details of grammar, documentation and formatting
- become a more confident, comfortable writer
- answer any other questions about writing

The Writing Center is available to all members of the university community, from first-year students to full professors. In addition to tutoring services, they also maintain a library of reference books, handbooks and other resources helpful to writers. Contact Dr. Mary Murray, the Director, for more information.

Contact Information

Visit: Rhodes Tower 124 (in library)
Call: (216) 687-6981
Email: m.murray@csuohio.edu
Web: <http://www.csuohio.edu/academic/writingcenter>

Curriculum Library

The Curriculum Library is found on the third floor of the Main Library. There are numerous resources for interns to use for lesson planning and implementation such as, but not limited to: curriculum resource guides, thematic units, juvenile literature collection, instructional media and manipulatives, reference guides and reading material.

Please contact Kathy Dobda or Diane Kolosionek at the numbers listed below for more information. Kathy Dobda maintains the Curriculum Library, and Diane Kolosionek serves as the Education Librarian and Liaison to the College of Education and Human Services.

Contact Information

Visit: Rhodes Tower 3rd Floor, Library
Call: Kathy Dobda at (216) 875-9738 or Diane Kolosionek at (216) 802-3358
Email: Kathy Dobda (k.dobda@csuohio.edu) or
Diane Kolosionek (d.kolosionek44@csuohio.edu)
Web: <http://www.ulib.csuohio.edu>

Judicial Affairs

If interns or supervisors need to file a complaint involving a violation of the Student Conduct Code, information is available in the Office of Judicial Affairs. The complaint usually results in a formal charge which describes the incident or action and states the violation as it relates to the Code. This is the first stage of the judicial process. Students can get a copy of the Student Code by going to the Department of Student Life, MC 106 and asking for Valerie Hinton Hannah, Judicial Affairs Officer.

Contact Information

Visit: Main Classroom Building, Room 106
Call: (216) 687-2048
Email: studentlife@csuohio.edu
Web: <http://www.csuohio.edu/studentlife/jaffairs/faq.html>

Office of Disability Services

The Office of Disability Services is charged with determining who is an eligible person with a disability and coordinating the accommodation needs of individuals with disabilities who participate in our programs. The office serves hundreds of students with a variety of disabilities, including learning disabilities, chronic health issues, attention deficit disorders, psychological conditions, visual impairments, mobility impairments, and hearing impairments.

Anyone who is requesting accommodations due to a disability is required to make that request through the Office of Disability Services. Once a person has been identified to this office, the office engages in an interactive process with that person to determine what accommodations, if any, are needed to ensure their equal access and participation in our community.

All accommodations are individualized—there is not a standard list of what one “gets” if one has a specific disability. Many different disabilities have similar accommodations to address the needs imposed by the disability. Additionally, two people with the same disability may have very different needs depending upon the impact of the disability on each individual.

The office website provides basic information about its services and how they are offered. Please feel free to contact Disability Services if more information is needed, or to set up an appointment. Their staff is:

Kate Yurick, M.Ed., C.R.C.

Assistant Director, Office of Disability Services
r.c.yurick@csuohio.edu

Jerry Gillinov, M.Ed.

Counseling Specialist
g.gillinov@csuohio.edu

Jeffrey Dell

Assistive Technology Specialist
j.dell@csuohio.edu

Contact Information

Visit: Main Classroom Building, Room 147

Call: (216) 687-2015

Email: studentlife@csuohio.edu

Web: <http://www.csuohio.edu/offices/disability>

Information for Interns

Working with OFS: Field Experiences and Internships

OFS coordinates three types of field experience for teacher interns: *methods*, *practicum*, and *student teaching*. Depending on licensure area, a student may have one, two, or all three types of experiences:

- **METHODS**

Methods courses often require a field experience, which may range from 20 to 72 hours of observation and minimal teaching in a school. Course instructors determine and notify students of the requirements of the experience. OFS assists in making and communicating information about students' placements.

- **PRACTICUM**

Many licensure areas require a practicum internship, which involves an entire semester of 4-5 mornings per week in the classroom of an experienced mentor teacher. College classes should not be scheduled during morning hours while completing practicum. During practicum, interns observe mentor teaching and student learning, work with small student groups, teach mentor teachers' lessons, gather and develop instructional materials, and gradually take responsibility for developing and teaching lessons in the classroom.

- **STUDENT TEACHING**

Most licensure areas require a student teaching internship, where student interns spend approximately 15 full weeks in the classroom of an experienced mentor teacher. Students begin with limited responsibilities but soon move into full-time teaching responsibility for the class, which includes record-keeping, parent conferences, etc. This serves as the final experience to prepare the interns for a rewarding teaching career.

Matching Process

Rules and Requirements for Field Experiences

School Partnerships

To facilitate the matching process and to ensure high quality field experiences, OFS maintains formal relationships with several school districts and school buildings throughout Cuyahoga County.

OFS currently maintains relationships with the school districts listed in Table 3. These districts have agreed to host CSU interns, have designated district coordinators and procedures to assist OFS in matching students, and are within 35 miles of CSU. Students may request a match at any of these districts for practicum or student teaching internships without petitioning. Some of these districts also contain partner schools, so students can request a specific partner school within the district. If there are CSU partner schools in that district, students may request a match in a partner school. If there are no CSU partner schools in the district or if the student does not indicate a request for a specific partner school, that request indicates that the student is open to a match in any school in the district.

Table 3: Allowable District Requests

	East	West
Urban	Cleveland	Cleveland
	Euclid	Charter or Private
	Warrensville Heights	Elyria
	Maple Heights	
	Garfield Heights	
	Charter or Private	
	Cleveland Heights	
	Painesville City	
Suburban	South Euclid-Lyndhurst	Parma
	Mayfield	Westlake
	Shaker Heights	Strongsville
		Lakewood
		North Olmsted
		Berea
		North Royalton
		Brecksville

As students choose, they should keep in mind that **districts in bold** can accommodate significant numbers of OFS interns. Students who request one of these districts are likely to be matched at a school in that district. We will honor requests by sending out a match request to this school district, as long as that request does not violate a requirement of the student’s licensure program, the urban experience requirement, or any other CSU policies regarding allowable matches. Districts that are not highlighted have fewer matches available. In these districts, OFS limits the number of match requests sent. By reviewing student transcripts and files, and consulting with program area faculty, OFS determines which match requests will be sent to the district.

Even if OFS sends a match request to a district, there is no guarantee that the district will be able to match the student with a mentor in that district. If we are unable to secure a match for students in their first or second choice, OFS will send a match request to one of our partner districts and/or schools that matches their initial requests as closely as possible.

In addition to partner districts, OFS has special agreements with a number of individual school buildings that function as **partner schools**. Partner schools have the following characteristics:

- A history of successful experiences with CSU interns, as demonstrated by a high percentage of mentor teachers working with CSU interns over time
- A high percentage of highly qualified mentor teachers, defined as teachers who have received additional mentor training or certified as Classroom Teacher Educators (CTEs)
- Supportive administrators and an identified school site coordinator who help us identify outstanding mentor teachers and assist us with troubleshooting field-related concerns
- A commitment from the school to host at least 5 interns per semester

Our goal is to ensure that all students complete at least one major field experience in a partner school. Since many partner schools are located in urban settings and many students satisfy their urban experience requirement during practicum, many students will be likely to complete their practicum in a partner school. Table 4 lists the current OFS partner schools.

Table 4: Partner Schools

Licensure Program	East Side	West Side
Early Childhood (PreK only)	Carol Nursery School (Shaker) CSU Early Childhood Learning Center Early Childhood Development Center McMillan Day Care (Cleveland Heights) Wade Day Care (Cleveland)	WESM (Gilbert Head Start, Archwood Head Start) Berea Children’s Home Family Life Centers
Early Childhood (PreK-3)	Case Elementary Citizens’ Academy Cleveland School of the Arts— Lower Campus Kenneth Clement Boys Academy Marion Sterling Elementary Willow	Almira Artemus Ward Constellation Schools Clark H. Barbara Booker Lakewood Catholic Louisa May Alcott Newton D. Baker Orchard School of Science Riverside Scranton Urban Community
Middle Childhood	Case Citizens’ Academy (grades 4 and 5) Cleveland School of the Arts— Lower Campus Cleveland School of the Arts— Upper Campus Marion Sterling Elementary Monticello Middle School (Cleveland Heights) Willow	Almira Artemus Ward Clark Constellation Schools Horizon Science—Dennison H. Barbara Booker Lakewood Catholic Louisa May Alcott Orchard School of Science Riverside Scranton Urban Community
Adolescent/Young Adult	Cleveland Central Catholic Cleveland School of the Arts— Upper Campus Horizon Science John Hay High School St. Martin De Porres Success Tech Warrensville Heights High School	Garrett Morgan John Marshall Lincoln West
Special Education Only (Mild/Moderate, Moderate/Intensive, Early Childhood Special Education)	Positive Education Program Downtown Education Center William Patrick Day	Positive Education Program

District-specific Requirements

Several area school districts have specific requirements of students who wish to complete internships in those districts. These districts do place Cleveland State University interns, so students are encouraged to complete the necessary steps if interested in a field experience in that district. Brief descriptions are included in Table 5. Students should note that there are also schools in other districts where the principal requires an interview prior to matching a student. Students will be notified if an interview is required. Any questions about these requirements should be directed to the Program Coordinator for that side of town.

Table 5: District-Specific Requirements

East	West
<p>Garfield Heights City Schools –Once matched, interns must contact the Director of Curriculum and Instruction before beginning the experience.</p>	<p>Lakewood City Schools—Prospective interns must complete an application through Lakewood Schools’ Human Resource Department as well as a Teacher Insight Survey consisting of questions that evaluate interest, motivation and knowledge of teaching. Both must be completed online. Students also may be asked to submit a current transcript. Students whose match requests are sent to Lakewood will be notified by the Human Resources Specialist by email with directions for completing the application and survey. It is important that interns complete the application process as soon as possible.</p>
<p>HELP Foundation – Must meet with one of HELP’S Program Coordinators to view a video of their center and the learn more about the students they serve.</p>	<p>Westlake City Schools—Prospective interns should have an overall grade point average of at least 3.5. Students may be required to interview with a building principal in advance of the decision to place the student.</p>
	<p>Strongsville City Schools—Prospective interns must have an overall grade point average of at least 3.0. Students are required to submit documentation to the Strongsville Schools’ Human Resource Department of current BCI and FBI background checks and TB tests. (Note that students pursuing other districts are not required by CSU to have FBI background checks prior to internships.) In addition, the student’s transcript must be submitted by OFS when requesting a match. Finally, all internships must be approved by the Strongsville Board of Education, which meets monthly.</p>

Urban Experience Requirement

To demonstrate our commitment to urban education, the College of Education and Human Services requires all students to complete a minimum of either practicum or student

teaching in an urban setting. Both experiences may be completed in urban schools. Interns are not required to complete an experience in a suburban setting. OFS will honor student requests for suburban internship experiences, but we **cannot** guarantee that interns will participate in a suburban experience. **Students completing a licensure program with only one major field experience are required to complete that experience in an urban setting.** Any student who wishes to waive the urban experience requirement on the basis of other equivalent experiences should consult their faculty advisor and submit a college petition to the [Education Student Services Center](#).

To fulfill the urban experience requirement, students must complete a practicum or student teaching internship in a school located in an urban district. CoEHS recognizes districts designated as “urban” (Category 4) or “major urban” (Category 5) according to the [Ohio Department of Education \(ODE\) typology of Ohio districts](#). These urban settings are characterized by a number of variables including:

- High population density
- High percentage of students of color
- Low median income and high poverty
- High percentage of students who are English language learners (i.e., those students who are non-native speakers of English)

Based on ODE’s designations, the following Cuyahoga County districts are recognized as urban:

- Bedford City SD
- Brooklyn City SD
- Cleveland Municipal SD
- Cleveland Hts-Univ Hts City SD
- East Cleveland City SD
- Euclid City SD
- Garfield Heights City SD
- Maple Heights City SD
- Warrensville Heights City SD

In addition, OFS will consider special requests for the following remote urban districts on a very limited, case by case basis. OFS will consider these requests only if appropriate supervisors are available and willing to travel to these districts and if the CSU student can demonstrate extenuating circumstances.

- Lorain City SD
- Clearview Local SD
- Elyria City SD
- Painesville City Local SD

Public School Requirement

Interns must complete either practicum or student teaching in a public school district. Those completing both practicum and student teaching in the same classroom must do so in an urban public school. Only one semester can be completed in an urban charter or parochial school.

Conflicts of Interest

Interns cannot be matched in settings where potential conflicts of interest might arise. These situations include schools where:

- The CSU student has an existing professional or personal relationship with a mentor or principal
- The CSU student has a family member, including a child, attending the school or employed by the school
- The CSU student has attended the school as a student within the past ten years

Special Match Requests

Occasionally, a student may have a justifiable reason for requesting to complete an experience in a specific school. If a student wishes to be placed at a specific school located within a partner district, the student should complete a Special Match Request form supplied by the Office of Field Services at the Information Sessions. **Special Match Requests must be submitted prior to the time when OFS sends match requests to districts.** The Office of Field Services will review all Special Match Requests to determine whether the request involves a conflict of interest (see above) and whether the rationale for the request could also be accomplished with a match at a partner school. OFS will communicate a decision prior to sending match requests.

Requests for schools in non-partner districts cannot be approved by the Office of Field Services. If the student feels there is a compelling reason to complete an experience in a non-partner district, the student should submit a petition to the Education Student Services Center with the support of a faculty advisor prior to the close of the application window for the semester in which the experience will be completed.

Any alterations of the standard field experience, including completion of a major field experience at a work site, abbreviated experiences or experiences with alternative schedules, cannot be approved by OFS. These alterations must be approved through the College petition process. Any petition for alternate arrangements must be accompanied by all supporting documentation to determine that the student's experience will be able to satisfy all program requirements.

Summer Experiences

For most licensure programs, summer internship experiences are impossible since public schools are not in session for most of the summer. However, the Office of Field Services does arrange a very limited number of summer experiences for **graduate** students, as listed below:

- Student teaching internships in mild/moderate, moderate/intensive, and early childhood special education.
- Practicum internships at the Pre-K level for early childhood licensure.

Students interested in a summer internship should complete the following steps:

- Consult with a faculty advisor to determine whether the summer experience would be appropriate. The faculty advisor must contact the Office of Field Services to indicate that this experience is appropriate. The Office of Field Services will not request a match until we have received approval from a faculty advisor.
- Complete the online application during the window from January 15 through February 15.

- Attend an information session in the Spring to learn about special requirements for summer internships.

Due to the compressed time frame and non-traditional educational settings available for placement, summer internships are short and intense. Students completing these internships must be extremely flexible and willing to work hard to meet the full internship requirements during the available time. Special education interns are likely to be working with populations that cover a wide range of developmental disabilities from mild to severe, regardless of specific licensure population. Many summer internships involve camp-type experiences where interns assist students on field trips or in the pool. Students should take this information into account when deciding whether to apply for a summer internship.

Licensure-Specific Requirements

Each licensure program has specific requirements for the major field experiences. Students should work with their advisors to ensure that they satisfy all program requirements. Table 6 outlines the licensure-specific requirements for each program.

Table 6: Licensure-Specific Requirements for Field Experiences

	Practicum	Student Teaching
Early Childhood Education	Student must have one experience in Pre-K/K and the other in K-3. Practicum is in Pre-K whenever possible.	If practicum was in Pre-K or K, student teaching internship must be in K-3. If practicum was in K-3, student teaching internship must be in Pre-K or K.
Middle Childhood Education	Student should have one experience in grades 4-6 and another experience in grades 7-9. Student must have opportunity to teach in both content areas by sharing two mentors or teaching different content areas in practicum and student teaching.	Student should teach grade levels and subjects not taught during practicum.
Adolescent/Young Adult	Student may have no more than one experience in a middle school setting.	
Mild/Moderate Intervention Specialist	Split experience, half in a K-8 setting and half in a 7-12 setting	
Moderate/Intensive Intervention Specialist	Split experience, half in a multiple disability (MD) room and half in an emotionally disturbed (ED) room.	Split experience, half in a multiple disability (MD) room and half in an emotionally disturbed (ED) room.
K-12 Art	N/A	Split experience, half in a K-8 setting and half in a 7-12 setting.
K-12 Music	N/A	Split experience, half in a K-8 setting and half in a 7-12 setting.
K-12 Foreign Language	Split experience, half in a K-8 setting and half in a 7-12 setting	
K-12 Physical Education	N/A	Split experience, with half of the internship in a K-8 setting and half in a 7-12 setting.

Long Distance Internships and Transient Students

If a CSU student wishes to complete an internship further than 60 miles away from the Cleveland State University campus, they must complete the following steps to complete a long distance internship:

- Submit a petition requesting a special placement for student teaching. **This petition must be submitted before the close of the application window for the semester when the internship is to be completed.**
- Contact OFS to indicate your intention to complete a long distance internship. To allow enough time for arrangements to be made, it is recommended to contact OFS one year prior to the intended beginning of the long distance internship.
- Provide OFS with the name of a public university near the intended long distance site, and provide contact information for the Office of Field Services (or equivalent) at that university, along with the names of school districts where students would like to be matched. OFS will follow up with the university to arrange for a mentor match and supervisor assignment
- Complete the OFS online application during the normal application window and submit necessary non-academic pre-requisites according to OFS deadlines.
- Register for the internship through CSU
- Complete all CSU requirements as listed in the syllabus, including portfolio requirements. Depending on the licensure program, CSU may require interns to submit their portfolio to CSU for assessment by program faculty.
- OFS will provide all necessary forms and materials to the mentor teacher and supervisor, and collect all relevant materials at the end of the semester
- OFS will arrange to pay mentor and supervisor directly at the current CSU rates. If a distant university pays mentors or supervisors more than CSU, the CSU student must pay the excess amount.

If a student from another university wishes to complete an internship through OFS, that student must complete the following steps:

- Contact your home university's Office of Field Services (or equivalent) to indicate your intention to complete your internship as a transient student. Ask your home university to contact OFS to make arrangements for an appropriate match.
- Complete the OFS online application during the normal application window, the semester prior to the semester the student will complete the internship
- Attend the CSU orientation the week prior to the start of the semester.
- Complete all CSU requirements as listed in the syllabus and be evaluated according to the CSU observation forms, **unless your home university has provided alternate assignment guidelines and/or evaluation forms.**
- Your home university is responsible for paying a fee of \$1000 to OFS. OFS will use this fee to cover material costs, placement costs, supervisor mileage, and mentor and supervisor pay at current CSU rates.

Accommodations for Students with Disabilities

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels that he or she may need an accommodation for a field experience based on the impact of a disability should contact the Office of Disability Services at 216-687-2015. The office is located in Main Classroom 147. Accommodations need to be requested in advance and will not be granted retroactively. For more information, visit the office's web site at: <http://www.csuohio.edu/offices/disability/>

Applying for a Field Experience

Record-keeping

Students should keep important paperwork in a personal folder for easy access. Documents should include copies of program checklists, Praxis test scores, records of immunizations and background checks, reference letters, petitions and receipts. Students will be required to provide copies of these documents periodically throughout their college experience.

Advising

It is critical that student interns meet with their faculty advisors regularly to be sure that they are proceeding with appropriate coursework and following set guidelines to meet their licensure area requirements. This is also important to ensure that academic pre-requisites are being met for internships. Students are assigned a faculty advisor when they are admitted into the College of Education and Human Services. If they are unsure of who their faculty advisor is, students should contact Education Student Services Center at (216) 687-4625, located in Julka Hall 170.

Petitions

Students may file a petition for many reasons, such as waiving a course or field experience, permission to enroll in a course out of sequence or during a student-teaching experience, requesting a specific placement for an internship, etc. College policy requires that petitions that affect placement **must** be filed by the close of the application window (see dates below). Petitions should be completed with the assistance of a faculty advisor. They also are available from the Education Student Services center, located in Julka Hall 170. Completed petitions are submitted to ESSC.

Application

All students must apply online for methods, practicum, and student teaching experiences. Methods application begins approximately two weeks before the semester begins and closes at the end of the first week of the semester. For practicum and student teaching internships, students apply as follows:

For SPRING internships:	August 20 – September 20
For SUMMER* and FALL internships:	January 15 – February 15
* There are limited summer internship opportunities for some graduate programs	

The online application may be found here: <https://coehsplace.csuohio.edu/>

Late Applications

Students who do not meet the OFS deadline for applying online for an internship must go to the OFS office located in Julka Hall 187 in person to request a paper application.

Failure to apply online by the close of the application window will result in a late fee. Students who apply late will not be allowed to request specific districts or schools. In addition, late applicants are not guaranteed matches for the following semester. **OFS will not accept applications later than April 1 for Fall internships or October 31 for Spring matches since this will not provide sufficient time for OFS to guarantee a match the following semester.**

Matching Process

The following steps outline the timeline and major components of the matching process followed by OFS in securing a match for each intern.

Step 1: Online Application

Students apply online for an internship. Students may return at any time during the application window to edit their applications. Once the application window closes, students no longer have access to the application. Students should print a copy of their online applications for their records and keep them in their personal folders with other important documents. Information from the online application is sent to OFS and imported into the OFS database.

Step 2: Information Sessions

Shortly after the application window closes, students attend an Information Session presented by OFS. **Dates, times and locations for Information Sessions are posted on the OFS website.** Students are required to attend an Information Session for each major field experience, even if they have already attended an Information Session for a prior experience. Information Sessions are specific to practicum and student teaching, so new information is presented at each Information Session. Students who miss all available Information Sessions should contact OFS immediately to determine whether they can make up the meeting. Students who do not attend are still responsible for the information provided during the session.

During the Information Session, OFS representatives will discuss the following topics:

- The matching process
- Tentative matching locations and requirements of districts
- Grade levels for internships
- General course requirements
- Dates important to internships (start, end, holidays)
- Non-academic prerequisites
- Orientation dates
- The OFS Intern Handbook

At the Information Sessions, students will have an opportunity to ask questions and meet with Program Coordinators responsible for making their matches. Any changes in requests for placements, change of address or contact information, or Special Match Requests can be made at this time. Students also should be sure to inform Program Coordinators if any petitions affecting placement have been submitted.

Step 3: Academic Prerequisite Checks

After the Information Sessions, OFS staff members conduct Academic Prerequisite Checks. For each student who has applied for practicum or student teaching, an OFS staff member uses the student's transcript and program of study checklist to check the following:

- That all prerequisite coursework has been completed satisfactorily (with no Ds or Fs in professional coursework)
- That the student has the required overall (2.5), professional (2.75), and content GPAs (2.5 in each major content area) to proceed with an internship

Any questions about a student's eligibility are discussed with the Advising office. The student may be contacted at this point by an Advisor or Program Coordinator if there are questions about academic eligibility. Again, it is important that students be in touch with their faculty advisors to ensure their eligibility for field experiences.

Each student's application is also examined to see whether the urban experience has been met in a previous experience and that there are no conflicts with the requested placement.

This process takes approximately 2-3 weeks following the Information Sessions.

Step 4: Match Requests

Once OFS has determined that a student is eligible for an internship, the Program Coordinators begin to send match requests to area districts/schools. Information about how OFS determines where to send a match request is available in the section titled [School Partnerships](#).

Students should keep in mind the following issues regarding matches:

- **Under NO circumstances should a student try to make his/her own match.** OFS works directly with coordinators designated by school districts to complete matches. Attempts by students to arrange their own matches jeopardize not only their own field experiences but those of future students desiring to be placed in that school/district.
- Once a match request has been sent, a request cannot be changed unless an error has been made by OFS. OFS has worked diligently to establish positive relationships with area schools and districts and will not risk the integrity of those relationships by making last-minute changes. Any changes in requests should be discussed with Program Coordinators prior to or at the Information Sessions. Students should be aware of field experience requirements (hours, days, etc.) in advance of submitting their applications to minimize conflicts with other coursework, employment, childcare, etc.
- If a student must withdraw from an experience, he/she should notify OFS immediately so that the request/match can be withdrawn.
- **OFS will not change a confirmed match.** Program and site coordinators work hard to finalize each match, and mentor teachers are eager to work with an intern. Changing matches would alienate partner schools and teachers and undermine their openness to subsequent matches.

Step 5: Non-Academic Prerequisites

While OFS is working to secure matches, students complete their non-academic prerequisites and submit them on time to OFS. Non-Academic Prerequisite Packets are distributed at the Information Sessions. They are also available on the OFS website. (See the section in this handbook on [Non-Academic Prerequisites](#) for complete information on what is required for your licensure area.) Please note the following when submitting non-academic prerequisites to OFS:

- All documentation must be submitted in person (not by mail, fax, email, or phone) to the OFS main office located in Julka Hall 187
- Note the following deadlines:

For Fall internships:	May 15th
For Spring internships:	November 1st
For Summer internships:	April 1st
- Students should bring copies of paperwork; OFS cannot make copies
- Students should bring all documentation at one time, including the cover sheet provided by OFS. **Please do not write on the cover sheet prior to submission.**

Teacher as a Responsive, Reflective Professional: A Partner in Learning

Non-academic prerequisites must be submitted prior to receiving match information. Failure to turn in non-academic prerequisites on time may result in cancellation of your match.

Step 6: Communication of match information

Information regarding confirmed matches is communicated to all students by email at the end of the semester prior to the start of their internships, provided the students have met all eligibility requirements (including the submission of non-academic prerequisites). Contact information for schools and mentor teachers will be provided when match information is communicated. Students are then free to contact their mentor teachers. At this time, students also will receive information concerning the dates of mandatory orientations for their internships. Students should make note of these dates on their calendars and clear their schedules to attend. **Students will not be informed of their match information before then. Students who have failed to submit non-academic prerequisites will not be informed of their match information and may have their matches cancelled.**

Student Contact Information

The main mode of communication between OFS and student interns is **by email**. Information regarding information sessions, eligibility, pre-requisites, orientation meetings, and match information is sent by OFS primarily through email. **Students should be sure that they are checking their CSU email accounts daily or having their email forwarded to a personal email address.** OFS also shares student email addresses with mentor teachers, so students should use email addresses that are checked regularly and that are professional.

Student contact information provided by interns on the online application is sent to OFS for inclusion in our database. Any personal information updated in CampusNet is NOT automatically updated in the OFS database. **Any changes in telephone numbers or addresses should be sent by email or phone to the OFS Program Coordinator.**

Pre-Requisites

Academic

Students planning to complete practicum or student teaching experience must have an overall grade point average (GPA) of at least 2.5, a professional GPA of at least 2.75 (with no Ds or Fs in professional coursework), and for middle and secondary education interns, a content GPA of at least 2.5 in all licensure content areas. In addition, all prerequisite courses must be complete according to program checklists. Students should review their program checklists with advisors from ESSC or with their faculty advisors to ensure that they are academically eligible to begin their internships.

Non-academic

After assembling **all** necessary documentation in one packet, all documentation, with the cover sheet, must be submitted in person to the OFS main office, Rhodes Tower 1344 by the following deadlines:

- Fall Practicum/Student Teaching: May 15th
- Spring Practicum/Student Teaching: November 1st
- Summer Practicum/Student Teaching: April 1st

Students who fail to submit all necessary non-academic pre-requisites will be notified by OFS of their failure to do so, and **students will not be informed of any confirmed matches until they submit all non-academic prerequisites. OFS reserves the right to cancel or re-assign any confirmed matches for students who do not submit non-academic pre-requisites by the due date. Interns will not be admitted to their internship site without satisfying all necessary pre-requisites.**

Dispositions

At the time of application to complete a practicum or student teaching internship, OFS will review the student's file as part of the pre-requisite checks to see if any faculty or staff members have submitted a Concern Flag Form for the student. This form is used to indicate concerns about professionalism, work ethic, or communication skills that may jeopardize a student's ability to succeed in a major field experience. If a student has received two checks in any one of the three areas (professionalism, work ethic, communication skills) by two instructors, the OFS director will convene a Concern Conference (if one has not already been held) prior to beginning the internship. This conference will determine whether the student will be allowed to continue in the program. If it is determined that the student will be allowed to begin the internship, the participants in the concern conference will determine what information, if any, should be shared with the school, mentor and/or supervisor about the concerns.

Immunizations

Proof of a negative TB test is required prior to the start of your practicum and student teaching. There will be no exceptions with regard to the TB test and background check. Students may go to their own doctor or they may contact the CSU's Health Services department at 216.687.3649. If students go to their own doctor, they should make sure the doctor administers the Mantoux TB test and that they get a signed statement of results. If they go to CSU's Health Services Department, they should obtain forms in the ESSC, Julka Hall 170. The test is administered Mondays, Tuesdays and Wednesdays by appointment. TB results are valid for one year and must be current within one month of the end of an internship.

Some licensure areas require a series of three Hepatitis B shots. Interns who need this series are urged to begin these shots as soon as possible since the first two shots must be at least a month apart, and the third shot is taken approximately 6 months after the first shot. In order to satisfy this requirement, interns must have completed at least their **first two shots prior to the beginning of their internship.**

Background Checks

Every intern must submit fingerprints to the Bureau of Criminal Investigation (BCI) and to the Federal Bureau of Investigation (FBI) for background checks. There are several ways to obtain and submit fingerprints, outlined below.

- CSU: Students may have fingerprints electronically scanned in the Education Student Services Center, Rhodes Tower 1401. Students must first pay \$75 fee at Cashier's office, bring the receipt and state-issued identification to the Education Student Services Center. Allow 1-2 weeks for electronic fingerprinting and background check.
- Outside source: National Background Check, Inc. electronically scans your fingerprints and obtains results within two (2) business days. Students may call 1.877.932.2435 to set up an appointment.
- Police: Fingerprinting can be obtained from CSU's Police Department or your local police department (charges vary). If the standard ink card method is used, students

should allow approximately six (6) weeks for processing.

Background checks are valid for one year. Those who have an existing background check may submit evidence of this, provided it is current within one month of the end of an internship.

If your BCI or FBI background check indicates prior criminal activity or behavior as defined in [section 3319.31 of the Ohio Revised Code](#) (or as listed on the Statement of Nonconviction for Early Childhood licensure students), the student will be notified by letter of this fact, and any matches that may have been made will be cancelled immediately.

Praxis Examinations

Praxis is an Educational Testing Service (ETS) program that provides tests for states to use as part of their teacher certification/licensure process. There are three different types of Praxis assessments: Praxis I, Praxis II and Praxis III:

- Praxis I is a paper and pencil test of academic skills such as reading, writing and mathematics. **This test is not required by Cleveland State University.**
- Praxis II consists of two or three separate exams that measure test-takers' knowledge of pedagogical skills and the subject/s in which they are seeking licensure.
 - One exam is the Principles of Learning and Teaching (PLT) Exam, which is based on a case study approach employing constructed-response and multiple choice questions to determine pedagogical knowledge. The remaining exams are subject-specific exams. Each student must take one or two, depending on their licensure and subject areas. Praxis II exams required for Ohio licensure are listed at the bottom of each student's program checklist.
 - **Students must provide evidence that they have taken, or are registered to take, all required Praxis II exams prior to the start of the student teaching internship.** Students must include a copy of their score reports or admission tickets as part of their non-academic pre-requisite packet to OFS *even if they have designated CSU as a recipient of their scores*.
 - Students cannot apply for a teaching license until they have **passed** all required Praxis II exams. Students must submit a copy of the score report to the Education Student Services Center (ESSC) in RT 1401 at the time of their licensure application.
- Praxis III is an assessment of classroom performance used to evaluate many aspects of the beginning teacher's performance. This assessment is no longer being used by the state of Ohio.

Registration for the examinations is at least one month prior to the test date. The CSU Testing Center does not accept standbys on Specialty Area tests. Test results are sent approximately 6 weeks after taking the test. The Praxis II tests are offered at a number of locations throughout the area. Regardless of where a student takes the test, all interns should request that a score report be sent to Cleveland State University. **Students applying online for the test should check for their scores electronically and print and keep copies of their own scores to avoid a fee from ETS for duplicate copies of test results.** For detailed information about Praxis tests including registration deadlines, test dates, qualifying scores, and sample tests, please consult the ETS web site at www.ets.org/praxis.

Summary

Table 7 summarizes all necessary non-academic pre-requisites for each licensure program.

Table 7: Non-Academic Pre-requisites by Licensure Program

Licensure Program	Non-Academic Pre-requisites
ALL STUDENT TEACHING INTERNS	<ul style="list-style-type: none"> • Child abuse awareness training certification • Evidence of taking all required Praxis II examinations (score report or admission ticket) • Satisfactory Portfolio Checkpoint 3 assessment (see http://www.csuohio.edu/cehs/students/portfolios/) • PLUS pre-requisites listed below by licensure
Early Childhood	<ul style="list-style-type: none"> • TB shot: Current within 1 year of end of practicum/student teaching • Hepatitis B shots (first two shots in sequence must be completed prior to start of experience) • BCI (background check): Current within 1 year of end of internship • 3 letters of reference • High school diploma • Physical or statement from doctor indicating good health, free from communicable disease, and meets immunization requirements • Child abuse conviction statement
Middle Childhood	<ul style="list-style-type: none"> • TB shots: Current within 1 year of end of practicum/student teaching (first two shots in sequence must be completed prior to start of experience) • BCI (background check): Current within 1 year of end of internship
Adolescent/Young Adult	<ul style="list-style-type: none"> • TB shots: Current within 1 year of end of practicum/student teaching (first two shots in sequence must be completed prior to start of experience) • BCI (background check): Current within 1 year of end of internship
Mild/Moderate, Moderate/Intensive, and Early Childhood Special Education	<ul style="list-style-type: none"> • TB shots: Current within 1 year of end of practicum/student teaching • Hepatitis B shots (first two shots in sequence must be completed prior to start of experience) • BCI (background check): Current within 1 year of end of internship
Physical Education, Art, Music, World Languages, Speech, TESOL	<ul style="list-style-type: none"> • TB shots: Current within 1 year of end of practicum/student teaching • Hepatitis B shots (first two shots in sequence must be completed prior to start of experience) • BCI (background check): Current within 1 year of end of internship

Notes: 1) Child abuse awareness trainings are provided free of charge as a part of fall and spring internship orientations; 2) BCI processing can be completed in the Education Student Services Center, Rhodes Tower 1401; 3) Hepatitis and TB shots are available through the University Health Services, Science & Research Building

CampusNet Registration

Online registration through OFS is **NOT** the same as registering for the appropriate methods or internship course. All students are responsible for registering themselves through CampusNet once the registration window opens for the following semester. If students have difficulty registering through CampusNet due to academic pre-requisites, they should speak to a walk-in advisor in the Education Student Services Center, Julka Hall 170.

In addition, note that registering through CampusNet does **NOT** automatically register the student for a field experience through OFS. If a student has not yet completed an online application at the time of CampusNet registration, they must report to OFS, pay the late application fee, and complete a paper application.

Communication with OFS

Student interns will interact with the Office of Field Services at various times before, during and after their internships. Many student questions can be answered by the information available on our website. The website can be accessed at:

<http://cehs.csuohio.edu/fieldservices>

Other questions should be directed as follows:

General questions about field experiences	→	Any OFS staff member
Questions about internship placements	→	Program Coordinator for appropriate side of town
Questions about non-academic prerequisites	→	Front Office Secretary
Questions about petitions	→	Faculty Advisor
Questions in the field when teaching	→	Mentor Teacher
Questions about syllabus and portfolios	→	University Supervisor
Questions about licensure	→	ESSC

Students are reminded to provide OFS with current phone numbers and to be sure that their campus e-mail is being properly forwarded so that we may communicate important information with students throughout the matching process and during the completion of internships.

Students will usually hear from OFS in the following situations:

During the Application and Matching Process:

- To invite students to Information Sessions after the application window has closed
- To ask students questions that arise about licensure area, field experience and internship requests when OFS staff members begin to look at submitted applications
- To gather additional information about student coursework and eligibility when OFS staff members complete academic prerequisite checks
- To send reminders about completing non-academic prerequisites
- To notify students if they are ineligible for field experiences
- To communicate match information to students and inform them of Orientation dates

During the Internship:

Generally OFS has little direct communication with interns once they begin their internships, as most guidance will be provided by the mentor teacher and university supervisor. Occasionally there are announcements that concern students which we communicate through email. Interns will also hear from OFS if the mentor teacher and supervisor have identified a concern about a student to our office, which may necessitate a discussion or concern conference. Students must return any email or phone messages from our office promptly; again, students need to be sure OFS has current contact information for students.

The Field Experience

Professionalism

Field experiences provide an important opportunity for students to begin the transition from student to professional teacher. Even though field experience is not a paid job, students should strive to act as professionally as possible to impress mentor teachers and supervisors. Professionalism encompasses many areas of behavior, including dispositions, courtesy, attendance and punctuality, appearance, initiative, fulfillment of responsibilities, and ethical behavior. Each of these areas is described in further detail below.

Professional Dispositions

One important aspect of a student's education is the development of professional dispositions—ways of working, thinking, and interacting with others. When a student first entered the college, in all of courses students received a [List of Student Dispositions](#) identifying three areas of dispositions that the college faculty has identified as important: Professionalism, Work Ethic, and Communication Skills. Students should monitor their own development of these professional dispositions, beginning now and continuing throughout their teaching careers using this list as a guide. **Failure to demonstrate these dispositions through behaviors at any point in the program may jeopardize students' continuation in their program. This is especially true during field experiences, since one of the most common causes for not successfully completing an internship is lack of professionalism.**

Faculty and staff have monitored students' ability to demonstrate these dispositions throughout their program and have provided them with guidance to develop further in these dispositions. Prior to the practicum, OFS reviews all student files to determine whether two or more faculty members have indicated concerns about a student's ability to succeed in a field experience. If necessary, OFS convenes a Concern Conference to determine what information is shared with the school, mentor and/or supervisor.

In the field, interns should continue to demonstrate these dispositions to show that they are prepared to become a licensed professional teacher. During practicum, interns use the list of dispositions to reflect on their own professionalism, work ethic, and communication skills, and write a brief self-assessment about their reflections in each area, to be submitted as one of the six new portfolio artifacts completed during practicum.

Courtesy

Interns are guests in the classrooms of mentor teachers. At all times, interns must show respect and courtesy for their mentor teachers and all personnel in the field experience site. They also must abide by the rules and customs of the school. Interns should be receptive to feedback and responsive to recommendations made for improvements. Interns should resolve any conflicts with mentors or school personnel in a professional and courteous manner. If an intern feels that he/she is unable to resolve personal issues, the intern should consult with his/her supervisor.

Attendance and Punctuality

Regular attendance is required for all field experiences, according to the requirements of the experience. The following policy applies to all methods students, practicum and student teaching interns. **This policy includes all field hours as well as orientations, associated seminars, and other professional activities affiliated with the internship.** All students are

expected to:

- Sign in and out every time they enter or leave the field placement school, using the system designated by the school;
- Practicum and student teaching interns complete the Intern Attendance Form daily, file this with the mentor teacher, and make it available each time the supervisor observes;
- Be present for the full duration of the time scheduled for each day. Student teachers are expected to arrive at the school's designated time for staff and adhere to teacher dismissal time. Preparation and discussion with a mentor teacher may require that an intern arrive early or stay later in the day. These times may be agreed upon by the intern, the mentor teacher and the supervisor. **Leaving early and/or arriving late are not permissible without advanced notification and permission. Missing over an hour on any day is considered an absence.**
- Notify the mentor teacher or CTE, school secretary, and university supervisor ahead of time of any anticipated absences (e.g. religious observances or medical concerns) or as soon as possible in the case of unexpected absences.
- Receive mentor teacher's and supervisor's advance approval for any anticipated absences, e.g., for religious observances or medical concerns;
- If interns will be absent and they have instructional responsibilities scheduled while they will be absent, it is their responsibility to leave detailed plans and materials for the mentor teacher who will 'cover' for the intern.
- Attend a Concern Conference with the program coordinator and the field supervisor if the number of absences and/or tardies reaches a total of four in a semester.

Absences from a field experience, as defined below, may result in a Concern Conference, required make-up time, requirements to withdraw from an experience, or unsatisfactory grades that may require repeating an experience.

- **Unexcused absences** are not permitted for any reason
- **Excused absences** may be granted due to unforeseen circumstances only (e.g., serious illness, death in family, personal tragedy, legitimate university business). Excused absences are limited to three (3) with proper communication with university supervisor and mentor teacher or Classroom Teacher Educator (CTE). Each excused absence beyond three must be verified and each must be made-up. **If these absences cannot be verified or made-up, interns may be required to withdraw from practicum or student teaching. Any intern facing such a possibility should confer with the Office of Field Services.**

Appearance

Methods students and interns should present themselves as professionals in field experience settings. This dress code may differ slightly from the dress code of the staff members at the site. This is the interns' chance to make an impression; these guidelines should be adhered to unless discussed with supervisor. The following guidelines provide specific details. If in doubt, interns should consult with their supervisors.

- Dress neatly in a comfortable, professional manner, in some cases surpassing the local custom
- Casual pants may be worn, with no holes, rips, or tears, and no jeans except on special days, e.g. field trip, outside activity
- Skirts should be finger-tip length (if standing straight up with hands to the side, the skirt should be at or longer than one's fingertips)

- No shirts with inappropriate sayings, symbols/designs or pictures
- No low cut tops without an additional top underneath
- No tank tops, halter tops or tops with spaghetti straps including sundresses with these types of straps
- No midriff baring tops
- No athletic attire, including sneakers, except for Physical Education interns
- No loungewear (pajama tops or bottoms)
- Avoid tight-fitting clothing
- Proper grooming and hygiene is important, including clean hair, tooth brushing, and use of deodorant
- Make-up and jewelry should be tasteful
- Visible body piercings should be removed
- Tattoos should be subtle or covered if possible
- No brightly-colored hair dye
- No flip flops

Identification

The Office of Field Services provides CSU lanyards designed to hold the CSU ID Card. Anyone affiliated with CSU (interns, supervisors, coordinators) must wear the lanyard while at the field experience site. When entering the site, all CSU interns, supervisors, and coordinators must stop in the office and sign in as a visitor. If the school's policy is to sign out upon departure, do not forget to do so. Some schools/districts issue their own ID cards for students to wear in addition to the CSU ID. Students should check with mentor teachers for more information.

Cell phone use

No cell phones are to be used by interns at the field experience site. Interns should leave the device either in a vehicle or in a bag/purse turned off or silenced. During non-instructional times (lunch, planning periods) if students need to use the cell phone, they should only do so outside of the experience site. NO exceptions.

Ethics

The Office of Field Services requires all interns to follow the professional guidelines set by the College of Education and Human Services and the [Code of Ethics established by the National Education Association](#). These are parameters for what is considered "professional practice." Interns must be prepared to practice these guidelines upon first contact with students and schools. Bring any questions about the meaning or interpretation of these guidelines to the university supervisor, an Office of Field Services Program Coordinator, or any College faculty member.

Computer Use

Students and interns in all field experiences must adhere to the [CSU Information and Technology Resources General Policy](#) as well as any technology policies established at the field site when using computer equipment on campus or at the field site. The application of these policies includes, but is not limited to, any of the following activities:

- Use of computer or data processing equipment;
- Access to computer systems;
- Possession of computer software or data;
- Copying or use of computer software or data;
- Use of computer accounts; or

Teacher as a Responsive, Reflective Professional: A Partner in Learning

- Use of computer-related equipment

Academic Integrity

While interns are in the field, they are entitled to all rights and bound by all responsibilities outlined in the [CSU Code of Student Conduct](#). This includes academic integrity. OFS encourages interns to use available resources, including curriculum materials available from the mentor teacher, from the CSU curriculum library, and from the Internet. However, any work submitted for grading (e.g. lesson plans, reflections, assessments, portfolio artifacts) must be interns' own work. If a supervisor or mentor teacher suspects an intern of plagiarizing, they should follow the procedures outlined in the [Academic Misconduct Policy](#) as described below under Codes and Policies.

Protecting Children's Safety

Interns, like professional teachers, are responsible for protecting the safety of the children in their care. This includes being aware of and remediating any unsafe environmental situations, avoiding teaching activities that could endanger children's safety, monitoring student behavior so that students do not pose a threat to one another, and reporting concerns about children who might be abused. **All CSU interns receive training in identifying the signs of child abuse and neglect and requirements for reporting child abuse as part of their orientation. Interns may also seek similar training from the list of alternate agencies found on page 106 of this Handbook.**

Child Abuse¹

The laws of every state require teachers to report suspected cases of child abuse and neglect. This includes interns with instructional responsibility in the classroom. The National Child Abuse Prevention and Treatment Act of 1974 defines child abuse as physical or mental injury, sexual abuse or exploitation, negligent treatment, or maltreatment of a child under the age of eighteen or the age under the child protection law of the state in question, by a person who is responsible for the child's welfare, under circumstances which indicate that the child's health or welfare is harmed or threatened thereby. Every state grants teachers who make such reports immunity from civil and criminal suits. In most states teachers can be fined or imprisoned if they do not make the report, and in some states they can be sued for negligence.

Table 8 lists physical and behavioral indicators of abuse and neglect. The table lists common indicators, but it is not exhaustive, nor are the categories mutually exclusive. Physical abuse and sexual abuse, for instance, can also produce some of the indicators shown under emotional abuse. These indicators only suggest the *possibility* of abuse or neglect; they do not *prove* anything improper has occurred.

¹ From J.W. Newman, *America's Teachers*, 3rd ed. (New York: Longman, 1998), pp. 144-48

Table 8: Indicators of Child Abuse and Neglect²

Physical Indicators	Behavioral Indicators
Physical Abuse and Neglect	
<ul style="list-style-type: none"> • Bruises, Welts, Cuts, fractures, or burns • Pain • Unattended medical or dental problems • Lagging physical development • Hunger • Poor hygiene 	<ul style="list-style-type: none"> • Complaints about harsh treatment • Poor school attendance • Chronic fatigue, listlessness, drowsiness • Sudden behavioral changes • Fear of going home • Running away from home
Emotional Abuse and Neglect	
<ul style="list-style-type: none"> • Speech disorders 	<ul style="list-style-type: none"> • Habit disorders (biting, sucking, rocking) • Conduct disorders (destructive or antisocial behavior) • Neurotic traits (obsession, compulsion, inhibited play) • Lagging mental and emotional development • Suicide attempts
Sexual Abuse	
<ul style="list-style-type: none"> • Stained or bloody underclothes • Difficulty walking or sitting • Pain, itching, bruises, or bleeding in genital or anal area • Sexually transmitted diseases • Pregnancy 	<ul style="list-style-type: none"> • Unusual or sophisticated sexual knowledge or behavior • Withdrawal • Frequent fantasies • Very childish or very adult behavior

If an intern observes several of these indicators over a period of time, he/she should think seriously about why the indicators are present. As in other areas of the law, the reasonable person standard applies: Under similar circumstances, would a reasonable person suspect abuse or neglect? If the answer is yes, interns should report their concern to their mentor teacher. Remember, the law will protect the student if he or she acts in good faith.

Cuyahoga County Child Abuse Hotline: 216-696-KIDS (5437)

Corporal punishment

The Cleveland State University College of Education and Human Services does not condone corporal punishment of students under any circumstances, even if it is in accordance with school policy. Interns are not permitted to engage in corporal punishment of students during their internship.

² SOURCES: Dennis L. Cates, Marc A. Markell, and Sherrie Bettenhausen, "At Risk for Abuse: A Teacher's Guide for Recognizing and Reporting Child Neglect and Abuse," *Preventing School Failure* (Winter 1995): 7, Louis Fischer, David Schimmel, and Cynthia Kelly, *Teachers and the Law*, 4th ed. (White Plains, NY: Longman Publishers USA, 1995), pp. 105-106.

Drug use

Drug use is taken very seriously by the College of Education and Human Services. A drug abuse offense, as defined in section 2925.01 of the [Ohio Revised Code](#), that is not a minor misdemeanor, is a valid reason for the state of Ohio to refuse to issue a teaching license. If a mentor or supervisor suspects an intern of drug use or abuse, they should report their suspicions immediately to the Office of Field Services. **The Office of Field Services will work directly with school administrators to determine what actions should be taken, including removal from a match or from the licensure program.**

If an intern suspects a student of drug use/abuse, the following actions should be taken:

- Report concern to mentor teacher and assist mentor teacher in following the relevant school policy
- Report concern to the supervisor and the Office of Field Services
- Exercise discretion

Getting Started

As noted in the Matching Process section, students who have submitted all non-academic prerequisites are notified by email of confirmed matches at the end of the semester prior to their internships. If the student has not received verification of a match by the published date for communicating matches, students should call OFS to inquire about the status of their match. Occasionally, matches are not confirmed until shortly before the start of the internship. Once matches are made, they cannot be changed. While OFS attempts to honor requests, we are limited by the number of matches available as well as school and district policies.

Contacting the Mentor Teacher

Once the students have received match information, they should call their assigned schools to introduce themselves to their mentor teachers. (School phone numbers and teacher emails if available are provided to interns with match information.) If the teacher is not available, interns should leave a message stating their name, the reason for the call, a request to return the call, and a phone number where they can be reached. This is a good time to be sure that any recorded voice mail messages are clear and professional, since mentor teachers will be calling them.

When speaking with mentor teachers for the first time, students should:

- Be courteous and professional
- State how pleased they are with the placement and that they are looking forward to working together
- Demonstrate enthusiasm and express eagerness to learn during the experience
- Ask when it would be possible to meet with the mentor teacher to discuss the upcoming experience and to see the classroom environment. Schedule that meeting and write it on their calendar.
- Share their current phone number in case the mentor teacher needs to contact them

Remember that this initial conversation sets the stage for the field experience – first impressions matter!

In speaking with the mentor teacher, should the student find any area of concern concerning their placement, they should contact their Program Coordinator immediately. For

example, if a teacher's content area or grade level responsibility changed over the summer, an adjustment may need to be made to that placement.

CampusNet Registration

All interns must enroll for the appropriate EST course through CampusNet. Interns who are not registered will be removed from the experience. Refer to page 25 for more details.

OFS Orientation

All students scheduled for practicum and student teaching experiences attend a mandatory orientation held by OFS during the week prior to the start of the internship. Students receive information about the date for the orientation with their match information and should mark their calendars accordingly. Students can also check the OFS website for the date, time, and location of the orientation. Students cannot begin their internships without attending an orientation.

At the orientation, students have an opportunity to meet the Cleveland State University personnel who will assist them during their internships. These personnel include representatives from OFS and university supervisors, who will discuss the following topics:

- Internship procedures and expectations
- Course and portfolio requirements
- Seminar dates
- Observation schedules
- Teacher licensure issues

In addition, students receive packets of both student and mentor teacher materials required for the internship. It is very important that mentor teacher packets be delivered to the mentor teacher at the first meeting between student and mentor.

Child Abuse Training

All students are required to complete Child Abuse Training prior to beginning an internship. This training is offered during the Orientation at no cost to students. Students who have completed the training elsewhere (such as through an employer) are not required to attend but must provide documentation of that training (such as a certificate or letter). Students may alternately attend Child Abuse Training locally, at their own expense. A list of local agencies that offer Child Abuse Training can be found on page 106.

First Visit to School to Meet Mentor Teacher

Before meeting with their mentor teacher for the first time, students should think about the impression they want to make. It is likely that in addition to meeting the mentor teacher, they will meet the school administrator, other staff, and students. Students should dress in a professional manner, be on time, and be prepared with topics they want to discuss and questions to ask. They should take notes on any information provided for later review and realize that the teacher's time to meet with the intern may be limited, so students should get the essential questions answered now and save the rest for the start of the experience. Students may print out the [Internship Site Orientation](#) form on page 82 for taking notes. Students should also confirm their own contact information with the mentor teacher.

The First Week

This is the beginning of an exciting professional experience! During this week, obtaining valuable information, becoming familiar with the school and classroom environment, and getting to know the mentor teacher are the keys to a successful beginning.

If students have not already done so, they should give their mentor teacher the Mentor Teacher Packet they received at the OFS orientation. They should ensure that the mentor teacher has the supervisor's name and phone number. Included in the packet is a contact sheet for OFS staff members. The mentor teacher is encouraged to contact OFS with questions regarding forms, payment, etc.

In addition to completing the information about the building, teacher and classroom information listed on the Internship Site Orientation form, interns should spend this week inquiring about and discussing the following topics with the mentor teacher:

- Composition of class, including cultural backgrounds, learning styles, and student special needs
- Grading and evaluation policies and record-keeping procedures
- Procedures and schedule established by the mentor teacher for joint lesson planning and/or lesson plan submission and review. Interns should ask how and when the mentor teacher wants them to submit lessons prior to teaching
- Classroom management (behavior) techniques and policies
- Procedures and policies for parent contact and involvement

Other things students should accomplish during the first week, under the mentor teacher's guidance:

- Learn student names and become acquainted with them
- Write a letter of introduction to the students' parents and distribute
- Become acquainted with resources, academic supplies, and other materials which aid instruction
- Gather information about long-range and unit plans in current use
- Offer to assist as needed with individual or small group lesson reinforcement

Academic Requirements

Three Types of Experiences

The Office of Field Services coordinates three types of field experiences for licensure students: methods experiences, practicum internships, and student teaching internships. Depending on licensure area, students may have one, two, or all three types of experiences.

These experiences are designed to maximize the opportunities for students to make connections between theory—from their course work—and practice in real classroom settings. Across these experiences, mentor teachers and supervisors guide students' learning through experiences that increase gradually in scope and complexity, from guided observation and reflection on the teaching of others to independent teaching and reflection on one's own teaching.

To accomplish this goal, mentor teachers and supervisors must be aware of the developmental readiness of students and interns to take on specific instructional tasks. In early

field experiences, students need guidance in observations to understand what they are seeing. Students learn the basic structure of lesson plans and a repertoire of teaching activities in their course work, but they rely on mentor teachers to help them prepare lesson plans for a real class through co-planning activities before they are ready to prepare plans independently. Students need scaffolding for their teaching activities as they progress from one-on-one or small group teaching opportunities to working with the whole class. Mentor teachers should assist students' initial attempts to teach a whole class through co-teaching to allow students to work on different aspects of their teaching, e.g. managing student behavior, transitions between activities, questioning strategies, and assessment of student learning. At all levels, supervisors and mentor teachers must foster students' reflect on their teaching so they learn to identify strengths and needed improvements for themselves. Table 9 summarizes the differences between these field experiences.

Table 9: Summary of Field Experiences

	Methods	Practicum Internship	Student Teaching Internship
Time length	20-72 hours over 10 weeks	4-5 mornings per week, totaling 15-16 hours (12 hours instructional time + 3-4 hours planning time) per week over 15 weeks	5 full days per week over 15 weeks, following same schedule and time obligations as mentor teacher
Expectations	Observation with tutorial, small-group, or limited whole group instruction	Observation, extensive co-planning and co-teaching with mentor teacher, independent lesson and unit planning leading up to extended periods of independent teaching, time between teaching experiences with reflection	Brief period of observation with steady increase of responsibilities. Intern bears full load of mentor teacher for approximately 10 weeks
Mentor Teacher*	Models effective instructional practices, involves methods student in classroom activities as appropriate, and provides opportunities for methods student to complete activities as listed in the course syllabus	Models effective instructional practices, engages in extensive co-planning and co-teaching, provides materials and advice for intern's lesson plans, observes intern and facilitates reflection on experience	Offers orientation to the classroom, provides materials and advice for intern's lesson plans, fosters intern's independent teaching with minimal co-teaching, observes intern and facilitates reflection on experience
Supervision	Course instructor, graduate assistant, or mentor teacher may serve as supervisor	University-assigned supervisor completes formal observations, provides guidance, evaluates written assignments including lesson plans and portfolio artifacts, conducts seminars, and collaborates with the mentor teacher to evaluate the intern	University-assigned supervisor completes formal observations, provides guidance, evaluates written assignments including lesson plans and portfolio artifacts, conducts seminars, and collaborates with the mentor teacher to evaluate the intern
Evaluation	Mentor teacher provides verification of experience completion and brief evaluation; supervisor may visit one time to observe teaching	Mentor and supervisor complete formal observations and evaluations, supervisor assesses students' written work and portfolio artifacts. Portfolio Checkpoint Assessment may be completed by supervisor or program faculty.	Mentor and supervisor complete formal observations and evaluations, supervisor assesses students' written work and portfolio artifacts. Portfolio Checkpoint Assessment may be completed by supervisor or program faculty.

*Some mentor teachers are designated as Classroom Teacher Educators (CTEs). These mentor teachers have received additional training and will complete some of the tasks normally assigned to supervisors. The Division of Responsibilities between CTEs and supervisors is more fully outlined below.

Methods

The methods field experiences are typically the first time that students have spent extensive time in a classroom since they were students themselves. Methods students are just learning to think like a teacher. They need opportunities to observe high-quality teaching, as outlined in the [CEHS Model of Teaching](#), and ask questions to understand teachers' thinking. Methods students frequently have guided observation activities that require them to observe a specific aspect of classroom teaching. Many methods classes require that students have opportunities to interact with individual students so they can understand principles of educational psychology from the perspectives of children in a real classroom.

Most methods classes also require that students complete some type of lesson plan and limited instructional activity. These activities may include tutorial or small-group instruction or limited whole group instruction. Mentor teachers should not assume that methods students are proficient with lesson planning. Together, course instructors and mentor teachers need to help methods students understand the curriculum, locate relevant resources, identify appropriate instructional strategies, and assemble thorough and workable lesson plans. As they teach, they will need guidance and supervision, particularly with classroom management and questioning strategies.

When they are not working on requirements for their methods course, methods students are eager to provide assistance of any kind, including work with individual students, clerical assistance, assessment, errands and photocopying. However, mentor teachers should not take advantage of methods students. Students must have sufficient opportunities to complete course requirements. In addition, mentor teachers should be careful not to assign too much instructional responsibility to methods students, even if they are eager to take on this responsibility. It is important for methods students to have significant amounts of time observing instruction and talking to teachers about their teaching.

This explanation provides a basic overview; specific requirements of methods classes are outlined in the syllabus for each class.

Practicum

The practicum experience offers interns the opportunity to experience the responsibility of teaching under the guidance of an experienced teacher. Mentors and university supervisors should not expect a practicum intern to perform with the same skill or ability of a student teacher. Practicum interns spend approximately half a day in a school, over 4 or 5 days, depending on licensure area. Most students completing practicum are also taking two or three additional education subject-specific methods courses simultaneously. In some licensure areas, students also take Conflict Resolution Training.

The practicum intern's role is two-fold in nature:

1. They are learners, studying the teaching and learning process through observation and reflection.
2. They are co-teachers who work closely with their mentor teacher on co-planning and co-teaching.

Mentor teachers and supervisors should work with individual interns to determine the specific pacing to ensure that they are not given too much responsibility too soon. The focus of the practicum experience should be on providing space for interns to work alongside a mentor teacher and on maximizing interactions with the mentor teacher to learn from their experience. **It is important for mentor teachers and supervisors to understand that the practicum experience is not intended to be “student teaching for half a day.”** It should **not** be assumed that more teaching is better. The college does not want interns to engage in and reinforce bad teaching habits because they have no time or opportunity to engage in observation, thorough planning, and thoughtful reflection.

Practicum interns typically begin by making general observations and proceed to tutoring individual students and small groups of students; helping with administrative routines; keeping records; preparing teaching materials such as bulletin boards, assignments and tests; checking student work; participating in parent conferences, staff meetings or in-service activities; and other responsibilities involved in assisting the mentor teacher. Practicum interns should have some time during each day (3-4 hours per week) to collaborate with their mentor teacher in planning or reflecting on teaching. Practicum interns should keep a journal with detailed written reflections on their experiences.

Practicum interns should engage in several cycles of preparing instructional units, teaching the units, and reflecting on what worked, and using what they learn to prepare subsequent instructional units. Within the first four weeks, interns should prepare to assume partial responsibility for instruction, teaching 4-10 days (individual lessons or a unit) for at least one hour each day. After this, interns continue to assist the classroom teacher or teach from the teacher’s lesson plans while preparing for the next extended period of instruction. This pattern should repeat two or three times. If possible, practicum interns should be given an opportunity to teach a wide variety of content during this time, as appropriate to the licensure area. The major goal of the practicum is for the intern to teach a 2-3 week unit in a minimum of two classes prior to the end of the experience.

During the last week of the internship, it may be appropriate for the intern to become an observer once again. In this phase of observation, after having assumed the role of "teacher" for an extended period of time, the practicum intern may make more effective use of observational opportunities. This would also be an excellent time for planning a field trip, a culminating activity of one of the units taught during the semester or visiting another classroom.

Table 10 provides a suggested timeline for practicum interns, mentor teachers, and supervisors to follow. This table does **not** provide a complete list of requirements for every licensure area; it is merely intended to assist with the sequencing of activities. Individual supervisors may also provide checklists and timelines to help interns plan to complete all necessary tasks. For a complete list of requirements and guidelines, refer to the [approved syllabus](#) for a specific experience and licensure area.

Table 10: Suggested Timeline for Practicum Internship

Wk	Teaching Tasks	Syllabus Tasks*	Supervision
1	Classroom observation	Class Profile Reflective journal	Intro visit by supervisor
2	Classroom assistance (tutoring individual students, preparing teaching materials, keeping records, checking student work) Co-planning with mentor	Reflective journal and other observation tasks (e.g. classroom map) Student inventory	
3	Classroom assistance Co-teaching mentor's or co-planned lessons	Reflective journal Observation of other teachers Classroom management plan or behavior intervention plan	1 st formal observation by supervisor
4	Classroom assistance Co-teaching mentor's or co-planned lessons	Unit plan for weeks 5-6 Reflective journal	Follow-up Form #1
5	Teach 5-10 day unit in at least one class	Reflective journal	Second formal observation by supervisor First formal observation by mentor
6	Continue 5-10 day unit as needed	Reflective journal	Follow-up Form #2
7	Classroom assistance Co-teaching using co-planned lessons Visit and observe other teachers as possible	Reflective journal Bulletin board Learning center Instructional game Technology-based instruction	Triad meeting (assess progress, set goals, discuss upcoming curriculum)
8	Classroom assistance Co-teaching with co-planned lessons Visit and observe other teachers as possible	Reflective journal	
9	Develop instructional materials Co-teaching with co-planned lessons	Reflective Journal Unit plan for weeks 12-14	Move to 2 nd school (split match)
10	Co-teaching with co-planned lessons Prepare for final units	Teacher Resource file Professional literature project	3 rd formal observation by supervisor
11	Co-teaching with co-planned lessons	Portfolio	Follow-up Form #3
12	Co-teaching with co-planned lessons	Reflective journal	
13	Plan and teach unit plan for full morning (at least two class periods for middle/secondary)	Reflective journal	4 th formal observation by supervisor Second formal observation by mentor
14	Continue to plan and teach full morning	Reflective journal	Follow-up Form #4
15	Transition back to mentor teacher		Final triad meeting

*Refer to licensure-specific syllabus for specific requirements

Student Teaching

The student teaching internship is the capstone field experience in all licensure programs. This experience offers interns the opportunity to experience the full responsibility of teaching under the guidance of an experienced teacher. Mentors and university supervisors should expect that a student teaching intern is prepared to take on independent instructional responsibilities within the first three weeks of the semester. Student teaching interns follow the mentor teacher's full schedule throughout the semester.

The student teaching internship is usually stressful. The focus of the student teaching internship is to experience the full responsibility of teaching for 8-10 weeks during the semester. This responsibility includes all planning and teaching as well as other mentor teacher responsibilities including, but not limited to, developing instructional materials, grading student work, conducting family conferences, providing additional assistance for students, monitoring study halls or lunches (high school level), attending professional in-service and staff meetings, attending school open houses, and any other assigned responsibilities. In addition, student teaching interns complete their portfolio and other syllabus requirements while also preparing for a job search. In some licensure areas, students also take one university class concurrently with student teaching.

During student teaching, mentor teachers create conditions that simulate, as closely as possible, the full-time work of a real teacher. At the beginning, mentor teachers co-plan with student teaching interns to help them understand the format and expectations in their classrooms. Mentor teachers should also provide feedback on lesson plans. Similarly, mentor teachers may intervene in unsuccessful lessons. However, mentors should also allow student teaching interns to make mistakes in planning and teaching and learn from their mistakes. Student teaching interns should keep a journal with brief reflections on each day, with a more substantive weekly reflection to discuss with their mentor teacher or supervisor.

The student teaching internship begins with an orientation to the school, school faculty, school policies, classes and curriculum. Student teaching interns begin with observation, and interns should take responsibility for two daily instructional periods within the first three weeks. The university supervisor and mentor teacher will discuss how and when the intern takes on increased responsibilities, which should increase gradually until interns are responsible for the entire day (or a minimum of four classes per day for secondary interns) by the fifth week of the semester.

Table 11 provides a suggested timeline for student teaching interns, mentor teachers, and supervisors to follow. This table does **not** provide a complete list of requirements for every licensure area; it is merely intended to assist with the sequencing of activities. Individual supervisors may also provide checklists and timelines to help interns plan to complete all necessary tasks. For a complete list of requirements and guidelines, refer to the [approved syllabus](#) for a specific experience and licensure area.

Table 11: Suggested Timeline for Student Teaching Internship

Wk	Teaching Tasks	Syllabus Tasks*	Supervision
1	Classroom observation and assistance	Class Profile/Student Survey Observation #1	Intro visit by supervisor
2	Classroom assistance (tutoring individual students, preparing teaching materials, keeping records, checking student work) Planning for Week 3	Observation #2 Letter to Parents Weekly Reflection Form/Incident Report Lesson plans for weeks 3-4	
3	Teaching responsibility for 1-2 classes	Observation #3 Weekly Reflection Form/Incident Report	1 st formal observation by supervisor
4	Teaching responsibility for 1-2 classes	Teacher Work Sample Unit Plan (rationale, objectives and assessment plan) Weekly Reflection Form/Incident Report	Follow-up Form #1
5	Teaching responsibility for 3-4 classes Consider whether intern is ready for “abbreviated” lesson plans	Weekly Reflection Form/Incident Report	2 nd formal observation by supervisor with Pre-Observation Interview 1 st formal observation—mentor
6	Assume full teaching responsibility (at least 4 class periods for middle/secondary) Conduct pre-assessments for TWS and begin TWS unit	Weekly Reflection Form/Incident Report Bulletin board Learning center Educational games Technology	Follow-up Form #2
7	Full teaching responsibility Continue TWS unit	Weekly Reflection Form/Incident Report	Triad meeting (assess progress, set goals, discuss upcoming curriculum)
8	Full teaching responsibility Post-assessment for TWS unit	Weekly Reflection Form/Incident Report	
9	Full teaching responsibility	Weekly Reflection Form/Incident Report Submit Complete TWS Packet, including reflection	Move to 2 nd school (split match)
10	Full teaching responsibility Develop additional instructional materials	Weekly Reflection Form/Incident Report Additional program-specific tasks (e.g. IEP)	3 rd formal observation by supervisor
11	Full teaching responsibility	Weekly Reflection Form/Incident Report Portfolio	Follow-up Form #3
12	Full teaching responsibility	Weekly Reflection Form/Incident Report	
13	Full teaching responsibility	Weekly Reflection Form/Incident Report	4 th formal observation by supervisor 2 nd formal observation—mentor
14	Full teaching responsibility	Weekly Reflection Form/Incident Report	Follow-up Form #4
15	Transition back to mentor teacher		Final triad meeting

*Refer to licensure-specific syllabus for specific requirements

Program and Subject-Specific Syllabi

Each licensure area, and some specific subject areas, has an NCATE approved syllabus identifying outcomes and key requirements for each field experience. These syllabi are located on the Handbook CD. If the syllabus is not on the CD, interns receive a hard copy of the syllabus at orientation. **In the case of any discrepancies, the syllabus is the authoritative guide for a complete list of requirements.** Questions about the requirements for an experience or requests for a copy of the approved syllabus should be directed to the Office of Field Services.

Split Experiences

Some licensure programs have split experiences, where an experience is divided in half over the fifteen week semester. The intern will spend half the semester with one mentor at one site and half the semester with another mentor (the site will sometimes differ and sometimes stay the same depending on the licensure requirements). The following licensure programs have split experiences.

Practicum

- Mild/Moderate students spend 7 weeks in an elementary setting and 7 weeks in middle or high school setting.
- Moderate/Intensive students spend 7 weeks in a Multiple Disability unit and 7 weeks in an Emotionally Disturbed unit.
- Foreign Language students spend 7 weeks in an elementary setting and 7 weeks in middle or high school setting.

Student Teaching

- Moderate/Intensive students spend 7 weeks in a Multiple Disability unit and 7 weeks in an Emotionally Disturbed unit.
- Art students spend 7 weeks in an elementary setting and 7 weeks in middle or high school setting.
- Music students spend 7 weeks in an elementary setting and 7 weeks in middle or high school setting.
- Phys Ed students spend 7 weeks in an elementary setting and 7 weeks in middle or high school setting.

Shared Experiences

In order to provide some interns with the opportunity to teach a variety of subjects, it may sometimes be necessary for two or three mentors to share one intern for the full semester. This typically occurs in middle childhood or secondary licensure areas where there is a need to teach multiple subjects. Shared experiences can be defined in two ways:

1. Two mentors share one intern for the full 15 weeks.
For example: Jill Smith is a middle school intern with concentrations in Math and Science. Jill will complete her Student Teaching experience at Warrensville Heights Middle School. Mr. Johnson teaches math and Mr. Conley teaches Science. Jill spends the morning with Mr. Johnson and the afternoons with Mr. Conley.
2. An intern will spend 7 weeks with one mentor and 8 weeks with another mentor at the same site.

For example: Jill Smith is a middle school intern with concentrations in Math and Science. Jill will complete her Student Teaching experience at Warrensville Heights Middle School. Mr. Johnson teaches math and Mr. Conley teaches Science. Jill spends the first 7 weeks working ONLY with Mr. Johnson and the second 7 weeks working ONLY with Mr. Conley.

Decisions about how to arrange shared experiences are made by mentor teachers in consultation with the university supervisor. The goal of any shared experience should be to maximize the educational benefit for the intern while minimizing the disruption of the K-12 students' experiences.

Portfolio

All interns should obtain an electronic copy of the COEHS [Portfolio Handbook](#), which includes the rubrics for all college outcomes and a complete explanation of all portfolio requirements. All portfolio forms are available through the College of Education and Human Services web site at:

<http://www.csuohio.edu/cehs/students/portfolios>

All interns (practicum and student teaching) must have six new portfolio artifacts assessed during their internship. Interns select which artifacts to include in their portfolio. As part of these six artifacts, all practicum interns are expected to complete a self-assessment of dispositions, and all student teaching interns complete the Teacher Work Sample Assignment. In addition, interns include additional artifacts to meet the minimum requirements for passing Checkpoint 3 (practicum) or Checkpoint 4 (student teaching).

Students currently entering the College of Education and Human Services are required to submit portfolio artifacts online using the [E-portfolio](#) system. Students will receive training in the use of the e-portfolio system in their educational technology class, or they may visit the Center for Educational Technology in Julka Hall 133 for assistance.

Responsibilities

Interns are expected to devote their full energy to successful completion of the internship requirements. Interns should plan for a student teaching internship to occupy their full attention during the semester and should try to avoid taking on additional responsibilities during this time. Interns must also assume certain responsibilities in order to derive full benefits from the field experience.

By the same token, university supervisors and mentor teachers or Classroom Teacher Educators (CTEs) direct and guide the interns' learning. Schools and mentor teachers should not take advantage of interns as a source of free labor. This section details the responsibilities that interns should legitimately be expected to fulfill as well as responsibilities that go beyond the expectations of CSU.

Schedule

All students are expected to adhere strictly to the daily schedule and calendar established by the university. Any deviation from these schedules must be approved by the mentor, supervisor and the Office of Field Services.

Methods Students

Methods instructors will advise students of their schedule in the field. Most methods experiences are flexibly scheduled and require a certain number of field hours. In this case, methods students must negotiate their scheduled hours with their mentor teacher and adhere strictly to the schedule once it is established. Other methods classes have exact times and dates scheduled for the experience. In this case, students will be notified when registering for classes, and CAMPUSNET displays the times they will be in class including the time in the field to assist in preventing scheduling conflicts. Any changes in the methods experience schedule should be discussed with the mentor teacher and the instructor/supervisor. **If a student withdraws from the methods class, he/she should contact OFS so we can properly withdraw the student from the field experience.**

Practicum Interns

Practicum interns are scheduled for 15-16 hours per week, which includes 3-4 hours of planning time during the field experience. Most practicum interns spend four hours at the site each morning; Monday through Thursday. The four hours of planning time may include preparation time before school or planning periods. A few licensure areas (e.g. secondary math) require students to attend three hours per morning, five days per week. Practicum interns are encouraged, but not required, to attend extracurricular functions.

Because schools have various schedules, there is some flexibility in scheduling for practicum interns. Interns scheduled for early afternoon classes should request early start schools for practicum. With the permission of mentor teacher, supervisor, and OFS Director, there can be slight modifications made in the daily schedule. **Under no circumstances are practicum interns allowed to attend fewer than four days at the site. The mentor teacher, supervisor, and OFS must be notified and agree to the change in schedule. OFS makes the final decision as to whether a change can or cannot be made.**

Student Teaching Interns

Students teaching interns are expected to arrive at the school's designated time for staff and adhere to teacher dismissal time. Student teaching interns follow the complete schedule of the mentor teacher. This includes five full days, arriving when the teacher is contracted to arrive and remaining on duty until the teacher is contracted to leave. Preparation and discussion time with the mentor teacher may require interns to arrive early and/or stay later in the day. These times should be agreed upon by mentor teacher and intern. In addition, student teaching interns may be responsible for attending school events outside school hours if the mentor teacher is contractually required to be there (e.g. parent conferences, lunch duty, transportation duty, hall duty). **If the mentor teacher is required to attend, the student teaching intern is required to attend.**

Calendar

Methods students follow the university calendar, but all practicum and student teaching interns follow the **school site's schedule rather than the university schedule**, including all of the following vacations and holidays:

- Labor Day
- NEOEA Day
- Columbus Day
- Veteran's Day

There are two minor exceptions to this rule. One is for spring breaks. Student teaching interns should follow their **site's schedule for spring breaks, not the university**. Practicum interns are allowed to be absent during the university spring break **and** the site's spring break; however, they are strongly encouraged to work at their site during the university spring break to maximize the benefits of their experience and maintain continuity. Finally, student teaching interns are excused from their field experience site for the NOTED Teacher Recruitment Fair and the CSU Recruitment Fair held every Spring.

If there are any questions about the schedule, interns, mentors and supervisors should refer to the OFS calendar produced every semester. The calendar contains important dates, such as starting and ending dates for full and half-semester field experiences, dates for orientations, mentor and supervisor meetings. In addition, the calendar contains due dates for the submission of materials by supervisors and mentors. Hard copies of the current calendar are distributed to all interns, supervisors and mentor teachers in information packets at the beginning of the semester. The calendar, and all up-to-date meeting location information, can also be accessed through the OFS web site at: <http://www.csuohio.edu/cehs/fieldservices/>

Duties in the Classroom

The list of duties interns perform inside the classroom will vary case by case. However, there are some things all interns should do, including but not limited to:

- Help struggling students
- Administer tests or quizzes
- Grade papers
- Monitor center activities
- Plan and deliver lessons
- Assist during transition times

Insurance and Liability

Cleveland State University does not carry health insurance for interns and internship schools are not liable for injuries sustained by interns during the internship. The College of Education and Human Services strongly advises all interns to be sure that they are properly insured against illness and injury during the program year. Interns may take advantage of the health insurance that is offered through the university or they can contact the National Education Association.

The student insurance plans available through CSU supplements the services available at Health Services by providing coverage for more costly illnesses and injuries requiring hospital treatment. Coverage remains in force year-round provided application has been made, eligibility requirements have been met and the premium paid for each year. For more information about these student insurance plans, visit Health Services on campus or call (216) 687-3649. Student insurance plans are also available online at www.student-resources.net or at www.ccnusa.com.

Regarding liability, Cleveland State University is not liable for any consequences due to interns' inappropriate actions or negligence. As the teacher of record, the mentor teacher maintains full responsibility for the safety of the K-12 students at all times. Therefore, partner districts and schools set their own guidelines and policies for how they allow interns to assume teaching responsibilities.

Leaving Interns Alone

Methods students and practicum interns should never be left alone in the classroom; student teaching interns should not be left alone for extended periods of time. CSU is aware that it may be necessary for mentors to leave the classroom for a few minutes at a time, if permitted by the school administrators, to allow interns the ability to take ownership of the classroom. Mentors should always be within reach or have a licensed teacher available to the intern if the intern encounters situations he/she cannot control. **If an intern feels uncomfortable about the amount of time he/she is being left alone, he/she should speak to the mentor teacher or supervisor to address the situation.**

Substituting

Interns do not have the protection from liability that the mentor teacher has. Interns may not serve as a substitute teacher and may not take children off the school grounds unless accompanied by a licensed teacher as part of a school-sanctioned event. Interns who have earned a substitute license in the district where they are completing their student teaching may, with the prior approval of their mentor and supervisor, substitute only for their mentor teacher(s) for a maximum of five days.

Work Stoppages

In the case of work stoppages or teacher strikes, the Cleveland State University College of Education and Human Services follows a long-standing policy, worked out in cooperation with other area universities and colleges and in consultation with school officials:

- Student teaching interns, practicum interns and field experience interns should not be used as substitutes for mentor teachers or other teachers absent as a result of a work stoppage.
- In the case of a work stoppage called by a teachers' organization, interns should not report for duty or be in or near the building of their assignment.
- In the case of study days, boycotts, strikes by non-certified employees, unauthorized work stoppages or other circumstances where regular teachers follow various courses of action, interns should follow the lead of their mentor teachers, unless to do so would be a violation of conscience.

There are several reasons for such policies. First, interns carry little, if any, liability insurance. Second, the legal status of interns is an uncertain matter. Third, work stoppages are generally periods of considerable stress and conflict around various issues. For interns to remain on the job in such circumstances would place the intern in a difficult position. We realize that withdrawing interns may cause considerable inconvenience for the mentor teacher. However, given the risks of the situation, withdrawal appears to be the best policy for both interns and mentor teachers.

Duties Outside the Classroom

It is appropriate for mentor teachers to assign tasks to methods students, practicum or student teaching interns that assist the mentor teacher while also providing valuable learning

opportunities. These may include lunch duty, hall monitoring, study hall monitoring, photocopying, preparing and putting up bulletin boards. Student teaching interns, in particular, should be expected to do whatever tasks the mentor teacher would have to do on his/her own if the intern were not present. However, mentor teachers should not misuse methods students or practicum interns by asking them to perform only clerical tasks. These students need sustained time for observation and opportunities to assist in classroom teaching activities in addition to other mundane tasks. The policy regarding leaving interns alone also applies in this instance; **methods students and practicum interns should never be left alone to supervise groups of students.**

All interns should plan on spending time outside of normal school hours preparing for the experience. The list of duties interns perform outside the classroom will vary case by case. However, there are some things all interns should do, including but not limited to:

- Planning lessons
- Grading papers
- Consulting outside resources for ideas
- Attending class/seminar or both
- Completing syllabus assignments
- Preparing portfolio artifacts for submission
- Preparing instructional materials

It is encouraged, but not required, that interns attempt to attend voluntary site functions, such as Math Night, Athletics, Musical Concerts, or School Dances. However, interns should not fraternize with students outside of school hours.

Field Trips

Interns are permitted and encouraged to attend class field trips scheduled within their work hours. Students must have a permission slip to attend which should be given to students by the mentor teacher. A licensed teacher must accompany the field trip. The intern is not allowed to leave school property with students without a licensed teacher for any reason.

Working during Internships

Interns are permitted to work evenings without petitioning, as long as it does not interfere with internship requirements. Student Teaching interns with full time (day) jobs will need to make arrangements to take a leave of absence or change shifts during their experience. Interns should take care of this as soon as possible. OFS does not schedule field experiences around interns' work schedules; it is the responsibility of the intern to make arrangements with their outside jobs.

Interns are not permitted to use a paid position in a school as an internship site without petitioning. If a student is employed in an accredited school and wishes to complete an internship at the site of employment, the student should work with a faculty advisor, school and district administrators to complete a petition demonstrating clearly how the requirements of the internship will be satisfied. In addition to the support of the faculty advisor, the petition should include letters of support from the school which clearly address the following questions:

- Will it be necessary for the school to hire an additional worker to take over the normal work responsibilities of the intern? If so, does the school or district Human Resources department approve of this arrangement?
- If an intern is employed in a capacity besides teaching, how will the school make accommodations that will allow the intern to teach the required amount of time and

meet for planning and debriefing with the mentor teacher? Keep in mind that the internship is not just about accumulating a set number of teaching hours; it also requires a continuity of experience over time.

- If an intern is employed as a full-time teacher, what classes and subject areas will the intern be teaching?
- If an intern is employed as a full-time teacher, how will the school provide a mentor teacher who can observe the intern frequently, provide coaching and feedback, co-plan and co-teach with the intern, and be available for triad meetings with the university supervisor?
- How will the intern attend the required seminars with the supervisor and other required internship meetings that may be scheduled during the school day?

Taking Classes during Internships

Many programs require practicum interns to take university courses concurrently, and many undergraduate students need to register for at least 12 credits to maintain full time status. Methods students must be enrolled in the Methods Class for which the field experience is required. **If an intern withdraws from the Methods Class, he or she must contact OFS to be properly withdrawn from the field experience.** Students should check with their advisor or review their intake checklist to verify the co-requisite course(s). Some licensure programs also require student teaching interns to take one course concurrently. **Student teaching interns are only allowed to take one course during their internship. Taking more than one course requires a petition. In addition, a student must submit a petition if he/she wishes to take a pre-requisite class with an experience.** The student's application with OFS will not be active until after the petition has been approved. The expected turnaround time on petitions is 4-6 weeks.

Learning from Experience

The goal of every field experience is to learn from experience and provide opportunities to connect educational theory with practice. Interns should complete each of the following types of activities to maximize the educational value of their experience.

Observe other Teachers

Many questions arise during the early weeks of practicum experience. A frequent misunderstanding concerns the procedures through which the intern becomes a professional. Often, observation, participation, and teaching are erroneously considered to be separate and distinct stages through which interns progress at a predetermined rate. Actually, the practicum intern's total experience involves all three stages, inextricably interwoven.

Observation includes pre-observation planning, purposeful attention during the observation, and post-observation reflection and discussion. The purpose of observation is to provide an opportunity for practicum interns *to learn, not to evaluate*. Interns observe to answer questions posed by themselves, their mentor teachers, or supervisors, and to become more informed about areas in which their knowledge seems inadequate. Practicum interns are expected to maintain a daily journal of observations and reflections on their school experiences.

The practicum intern is required to observe a minimum of two additional classrooms. These may include:

- Other teachers in their grade or subject area.
- Teachers in other grades or subject areas both within their school and/or in other schools, including special education teachers. (Kindergarten classrooms provide an opportunity to see cooperative learning and learning centers in operation.)

Particular topics for observation may include:

- A variety of teaching and assessment techniques
- Classroom administrative procedures
- Classroom management/conflict resolution techniques
- Student/teacher and student/student interaction
- Integration of instructional media and technology (presentation software, graphing calculators, etc.)
- Classroom climate
- School service personnel (guidance counselors, administrators, librarians, other resource personnel.)

The first three to five days of the student teaching assignment also primarily involve observation of the mentor teacher's classroom instruction. Observations should be used to obtain crucial and valuable information about the mentor teacher's curriculum, lesson structure, and instructional strategies. Observe lessons and daily activities with a purpose. Also, begin learning the names of the students at this time. When observing take note of the following items:

- Lesson plan objectives and content
- Assessment of student learning
- Behavior management techniques
- Methods of promoting student participation
- Motivational techniques

- Praising /reinforcement methods
- Sense of humor
- Response to inappropriate students' behavior
- Pacing/timing of lesson
- Position in room (Example - sitting at desk, walking around classroom)
- Enthusiasm in lesson delivery
- Students' response to lesson

Initially, student teaching interns should complete a daily reflection log. As the teaching responsibilities increase, student teachers may switch to weekly logs.

Throughout the student teaching experience there will be additional times when the mentor teacher will be instructing the class and will suggest that the intern observe another teacher. Interns should take advantage of these opportunities to actively observe alternate teaching techniques, not use the time to grade papers, plan lessons, or develop instructional materials. Observing master teachers is a valuable learning experience.

Learn about Available Student Services

Interns should take the opportunity to learn about other available student services at their school, including some of the following:

- Special Education Services
- Counseling
- Psychological Services
- Health Services
- Free and Reduced Lunch
- Tutoring and Mentoring Opportunities
- Occupational or Speech Therapy
- English as a Second Language
- OWE (Occupational Work Experience)
- PSEOP (Post Secondary Enrollment Options Program) - college credit during high school
- Extracurricular opportunities
- Transportation services

Meet Administrators or Other Building Professionals

Interns should make an effort to become acquainted with other school personnel and their functions.

Assist with Parent Contact

Interns should attend Parent Teacher Conferences. Remember, for this period of time, the intern is an integral part of the students' education. Not only can interns learn from the conferences (one day soon, they'll conduct their own), but they will also have important information to share.

The mentor teacher may have a system for communicating with parents. Interns should feel free to follow the mentor's lead or develop their own, such as, but not limited to: newsletters, phone calls home, letters home, Friday Folders (some teachers have other days of the week they send work home), daily/weekly progress reports, writing special notes on student's work.

Attend and Participate in Team Meetings

- Practicum interns may attend meetings of interest as they fit into their schedule. Some meetings may be before the intern's start time or after the departure time. If they can attend, it would benefit them.
 - Student teaching interns are required to attend the meetings which the mentor teacher is contracted to attend. If for any reason, a student teaching intern will be unable to attend a required meeting, he/she needs to notify the mentor AND supervisor who will determine whether supplemental work is needed to make up for the absence.
- *If unsure as to which meetings they must attend, interns should contact their supervisor.

Gather Resources

Interns should maintain a "file" of teaching strategies. They should place copies of teaching strategies they come across in textbooks, teachers' manuals, or professional journals. Interns should regularly (at least once a week and even more in the summer), jot down useful teaching strategies they see professors or mentor teachers use to organize or deliver instruction. They should be observant. At first, these strategies might be invisible to them. What seating arrangements facilitate learning? What tasks does the teacher assign? In what order? What questions does the teacher ask to help students make sense of the material? What does the teacher do to evaluate student learning? In short, they should try to observe and then keep a log that summarizes the process of each teaching strategy.

In addition to maintaining a Professional Portfolio, interns should make copies and/or take pictures of projects, worksheets, units etc. which they may wish to use in the future. They will have many responsibilities as a new teacher; the more resources they equip themselves with, the more prepared they will be. In addition, students should note:

- Be sure to use the internet for ideas
- Read or subscribe to publications for their licensure area (many school libraries have copies for loan)
- Teacher supply stores have an endless variety of teaching tools
- Solicit suggestions from other teachers, especially the specialists who can help interns incorporate the Arts into the curriculum

Working with a Mentor Teacher

The relationship between the intern and the mentor teacher/CTE is central to the process of developing into a professional teacher. Practicum and student teaching internships allow interns to take all that they have learned (theory) and apply it in the classroom (practice). This can only be done with the day-to-day mentoring and support of an experienced mentor teacher/CTE who has committed to become part of the teacher education process. Interns should take full advantage of the experience and knowledge of this mentor.

A critical piece to a successful internship is the communication between intern and mentor teacher. At the start of the experience, intern and mentor should establish regular times to converse about curriculum and instruction. This time should be convenient to both people's schedules and allow for uninterrupted discussion and planning. Interns should come prepared for those discussions with questions, assignments and suggestions so as not to waste that valuable time. Some interns and mentors find that keeping a journal where the interns and mentor teachers write back and forth is helpful as well.

During the internship experience, in addition to teaching, interns may be involved in the following activities. These opportunities will enable them to gain experience in all the tasks a professional teacher must perform.

Assisting

Assist the mentor teacher/CTE with routine procedures when not working with an assigned group of students. This might include taking attendance, distributing learning materials, grading papers, monitoring tests in the assigned classroom, overseeing learning activities, etc. If the mentor teacher is assigned a duty outside the classroom, such as bus duty or hallway monitoring, the intern is expected to assist as directed by the mentor teacher. Please refer to the section Duties in the Classroom on page 45 for more detail about appropriate responsibilities for practicum and student teaching interns.

Co-Teaching

The intern and mentor will engage in **co-teaching** as a part of the internship. Co-teaching has benefits for interns, mentor teachers, and students. Many teachers think about co-teaching as just one or two approaches to having two adults instructing students in a single classroom setting. In fact, there are many ways to approach co-teaching. Here are some examples:

- *One teach, one observe*: In this arrangement, one teacher has primary instructional responsibility while the other gathers observational information on students in the class. It is important to remember that either teacher could take on either role.
- *One teach, one “drift”*: This approach is an extension of the one above. One teacher has primary instructional responsibility while the other assists students with their work, monitors behavior, corrects assignments, and the like.
- *Station teaching*: To station teach, teachers divide instructional content into two parts, for example, vocabulary and content; new concepts and review. Each teacher instructs half the class in one of the areas; they then switch student groups so that all students receive the same instruction.
- *Parallel teaching*: In this approach, each teacher instructs half the student group. The two teachers are addressing the same instructional material.
- *Remedial teaching*: Remedial teaching requires that one teacher instruct students who have mastered the material to be learned while the other teacher re-teaches the material to students who have not yet mastered it.
- *Supplemental teaching*: In this approach, one teacher presents the lesson in standard format. The other teacher works with students who cannot master the material, simplifying it and otherwise adapting it to meet their needs.
- *Team teaching*: This co-teaching approach involves both teachers presenting the lesson to all students. It may include shared lecturing, a division of responsibilities for presenting the instruction, or taking turns presenting one lesson.

When structuring a co-teaching environment, it is important for the two teachers to take time to discuss the specific arrangements of the co-teaching, so that each is aware of teacher and students responsibilities and expectations, texts and materials to be used, and rules/discipline to be utilized. Additional time should be devoted to evaluating the co-teaching process and adjusting it as necessary.

Successful co-teaching relies on effective communication. It is surprising how simple matters, if not clarified, can lead to misunderstandings that interfere with co-teaching success.

Some fundamental issues to address are described in the checklist below. Before and during co-teaching, be sure to discuss:

- Instructional content, including the topics being taught and the priorities for what students should learn.
- Planning, including who is going to take responsibility for what parts of planning. If planned is not shared, one person may feel overburdened.
- Instructional format, including how the lesson will be delivered and by whom.
- Teacher parity, that is, how it will be clear to the teachers and the students that both teachers share the same status. This includes how to do introductions to students, parents, and others as well as classroom allocation of adult space (e.g. desks, chairs).
- Instructional space, that is, how to arrange students in a way that is instructionally relevant but not distracting to other learners.
- Noise, or how the sound level in the classroom will be monitored and adapted. Noise could include teacher voices, instruction activities, student voices, and environmental sounds.
- Classroom routine, including the expectations each teacher has for how classes should operate. This includes everything from headings on student papers to permission to use the pencil sharpener and restroom.
- Discipline, the acceptable limits for student classroom behavior and the system of rewards and consequences for behavior.
- Feedback, planning when teachers will meet to assess how the co-teaching arrangement is operating and how they will discuss both successes and problems.
- Grading, including the basis for grades as well as who will assign them. The effect of instructional modifications on grades is also an important topic.
- Teaching chores, including who scores assignments and tests, duplicates materials, reserves films, contacts speakers, arranges field trips, and so on.
- Pet peeves, or other aspects of classroom life critical to each of the teachers, whether it is the extent of the organization for materials, the way students address teachers or seek assistance, or the fact that it really bothers one teacher when someone opens a desk drawer without asking.

In addition to contributing to a successful internship, the utilization of these communication skills with mentor teachers will prepare interns to work as a member of a team when they begin their professional career as a teacher.

Co-Planning

As interns move from co-teaching to being the one with the primary responsibility for teaching lessons and units, it is important that mentor teachers, especially during practicum, sit with the intern and talk aloud through the process of how they prepare to teach lessons. Co-planning may be joint investigation into the course of study to determine what lessons need to be taught and in what order. Co-planning may include a review of available curricular materials to identify teaching resources and strategies to meet the needs of the students and the required curriculum. Finally, co-planning might include joint inquiry into the content of the lessons to be taught. Mentor teachers also engage in co-planning when they review interns' plans and offer advice about how to modify planned activities or materials to make a lesson more successful. Co-planning time is essential to scaffolding interns' learning about the design of lesson plans and their implementation.

Inclusion

Current educational practice has students with special needs included in the regular education classroom rather than in a self-contained school or classroom. Common models for inclusive practices are:

- **Co-teaching/full time** places a special education and general education teacher in the same classroom, jointly sharing responsibility for the entire class.
- **Co-teaching/part time** has a special education teacher dividing his/her time between general education classrooms.
- **Indirect support** involves the special education teacher/service provider providing consultative support to the general education teacher in whose class students with disabilities are included.
- **The Methods and Resources model** has the special education teacher/service provider taking primary responsibility for adapting materials and developing alternative instructional strategies for several students often in different classrooms.
- In the **Team model**, a special education teacher is included in a team of teachers, which serves a cohort of students. The team model is most frequently used in middle schools.
- In a **school-wide model** the entire staff as group takes responsibility for all students, teaching in a variety of configurations, from lecturing to a large group to tutoring individual or small groups of students. The master schedule is adjusted to allow for the various instructional configurations in order to meet the needs of all students. A school-wide model can also be adapted to a **grade-level model** to maximize resources.

Interns should speak with their mentor teacher to learn what model for inclusion is used in their internship site. Be sure to discuss with the mentor teacher any special needs of the students with whom the intern will work so that he or she can best plan the lessons to meet the needs of all students in the classroom. Interns may ask to review the Individualized Education Plans (IEPs) of those students for a better understanding of their individual goals. Interns should ask for successful strategies and resources from the mentor that will assist as they prepare to teach in an inclusion classroom.

Seek Help

Mentor teachers have volunteered to help interns become successful teachers. Interns should take the initiative to seek help from their mentor teachers when they struggle with lesson planning, classroom management, record-keeping, etc. Likewise, if they have a concern or question related to the mentor, it should be addressed immediately in a professional manner so that it can be resolved before it becomes a problem. If the problem persists, interns should ask their university supervisor for advice or help. Open and honest communication is a key component to this experience.

All of CSU's partner schools also have a Site Coordinator with whom OFS works closely. We encourage interns to seek out that teacher as a support when they have questions or concerns. Likewise, many school principals are willing to serve as a resource to student interns.

If an intern still feels an issue is not resolved after speaking with the mentor teacher and university supervisor, the intern should call their Program Coordinator in the Office of Field Services.

Responding to Feedback

During the internship, interns will receive feedback from the mentor and supervisor in both informal and formal (evaluations) ways. Listen carefully, ask questions, and try to implement suggestions. At the same time, if the intern doesn't agree with those suggestions, they should explain their rationale to the mentor and discuss other options. Some mentors are more flexible in approaches than others, and interns must be aware and sensitive to that fact. If an intern has received a specific suggestion for future lessons, it may help to highlight the implementation of that suggestion in his or her next written lesson plan for his or her evaluator.

Working with a CTE

Some mentor teachers in our partner schools have been designated as CTEs, or Classroom Teacher Educators. CTEs are experienced mentor teachers who have received consistently positive reviews from interns and supervisors after serving as a mentor for at least three CSU interns. CTEs have also demonstrated an interest in developing their mentoring skills. When a mentor teacher is identified as a potential CTE, the Office of Field Services contacts the teacher's principal to determine whether the principal would recommend the mentor as a CTE. The mentor is then invited to participate in 3-credit hours of mentoring course work through the Office of Field Services. To complete their training as a CTE, a mentor teacher must receive training in the Pathwise Observation System and complete a CTE orientation through the Office of Field Services. Once training is complete, the CTE acts as both mentor teacher and OFS Supervisor. Interns matched with a CTE also will have a university supervisor for seminar, and that supervisor will conduct two formal evaluations in the classroom as well as holding a triad meeting between the intern, CTE, and supervisor.

Because this mentor teacher (CTE) will serve as both a mentor teacher and OFS Supervisor, he/she will provide the majority of the intern's observations and assessments. The university supervisor may only visit the site twice when an intern is matched with a CTE. The CTE should hold several formal and informal conferences with the intern regarding their performance, offering both praise and assistance. Interns matched with a CTE are encouraged to contact their university supervisors in the case of a concern not resolved between the intern and CTE.

Working with a Supervisor

The term "supervisor" can be confusing because interns may have multiple types of supervisors. In this handbook, "supervisor" can include any of the following:

- A full-time faculty member
- A part-time adjunct instructor
- A Classroom Teacher Educator, a mentor teacher who has received additional training and endorsement

In each case, the supervisor is ultimately responsible for guiding the intern through a combination of observing, coaching, and evaluating. Occasionally, interns will work with two supervisors, where one supervisor oversees the field portion of the internship while the other supervisor hosts the internship in seminar meetings and oversees the intern's written work.

The relationship between the intern, mentor teacher and supervisor is critical. The supervisor should be professional and accommodate the intern's schedule when arranging for observations and triads of the student intern. The supervisor is a resource to discuss CSU policies and procedures regarding the field experience. The supervisor should also arrange for triad meetings, where the intern, mentor and supervisor discuss the intern's progress or concerns about the intern's progress. Supervisors are professional and responsive individuals who share a deep commitment to teacher education.

The university supervisor assumes responsibility for the supervision of the Cleveland State University intern. The supervisor visits interns at their assigned schools and holds regular seminars. The supervisor works as the liaison between the Office of Field Services and school personnel to provide realistic, relevant teaching experiences for the university interns. The university supervisor's role can be classified into three categories and their responsibilities include the following items.

The first contact a university supervisor has in a building is with the mentor teacher; this mentor is the supervisor's partner in supporting, observing, and evaluating the intern. Supervisors take on the following responsibilities when working with school-based personnel:

- serving as a resource person to the mentor teacher and the intern
- being available to the mentor personnel and assisting and advising them concerning problems involving student interns in the school setting
- visiting the mentor teachers and administrators to discuss the progress of the intern (four observations are required over a fifteen week period, with a minimum of two conferences at the mid-point and end of the semester; however, the length and number of visitations should be based upon the needs of both the intern and the mentor teacher)

Notify Supervisor of Planned Field Trips or Assemblies

Since supervisors may make unannounced visits to schools, interns should notify supervisors of planned field trips or assemblies so they will not schedule an observation on a day/time the intern won't be in the classroom or not 'teaching'.

Receiving and Responding to Feedback

- The supervisor should offer feedback each time they observe the intern. It may be formal or informal. It will depend on how many interns the supervisor is working with as to how quickly one receives the feedback. Feedback may be in several forms, so interns should be open to emails, hand-written, and/or oral feedback.
- Interns should not be afraid to ask questions and seek assistance
- Supervisors should critique intern performance, and they should offer specific suggestions on how to move to the Proficient or Exemplary levels.
- Interns must receive a copy of the formal observations completed by the supervisor and mentor teacher within one week of the observation. Formal observations are not complete until they are signed by the intern with a follow-up form and lesson plan attached.
- Interns should read each formal observation carefully to understand what they are doing well and how they can improve their teaching effectiveness. Students should acknowledge where they are doing well and use resources to work on areas of concern.
- If interns have questions about their observation(s), they should schedule a conference with their supervisor as soon as possible.

Teacher as a Responsive, Reflective Professional: A Partner in Learning

CTE as Supervisor

Interns who are matched with a CTE (see Working with a CTE) will be assigned a university supervisor who will observe a minimum of two times. In addition, interns with CTEs will work with a university supervisor for the seminar portion of their internship. In all other respects, the CTE performs the function of the university supervisor, including observation and evaluation.

Table 12 differentiates responsibilities for collecting and grading assignments for practicum and student teaching interns when working with two different supervisors, or a supervisor and a CTE.

Table 12: Division of Responsibilities between Field-Based and Seminar-Based Supervisors

Field-Based Supervisor/CTE	Seminar-Based Supervisor
Lesson/Unit plans (full lesson plan for practicum interns; full lesson plan for student teaching interns until ready to use abbreviated plans)	Written observations of mentor or other teachers
Non-instructional plans (e.g. IEP, behavior management, parent conference)	Writing assignments (e.g. class profile, philosophy of education, learning center paper, cover letter/resume)
Bulletin boards, learning centers and other instructional materials	Reflections on teaching (log, journal or incident reports; self-evaluation)
Formal observations, with pre-observation interview, and follow-up form	Portfolio artifacts (including Teacher Work Sample) and checkpoint portfolio
7 wk and 15 wk evaluations*	

*Final grade will be assigned and submitted on an OFS grade form by the **field-based supervisor**. If the seminar-based supervisor has concerns about the intern's performance, he/she should share these concerns with the field-based supervisor by the midpoint of the semester so that arrangements can be made for the intern to remedy these concerns. If intern does not remedy the concerns, seminar instructor should contact the field-based supervisor to modify the final grade accordingly.

Lesson Planning

Successful lessons are a direct result of effective, thorough planning. As novice educators, interns are learning how to develop lesson plans that foster the kind of teaching outlined in the [CSU Model of Teaching](#). Lesson planning is an important skill for interns to develop because it forces them to think through their lessons—including intended outcomes, materials, instructional procedures, and assessment strategies. Lesson plans provide evidence to the mentor and supervisor that the CSU intern is well prepared to teach the lesson. The lesson plan also ensures that the intern has something to fall back on when things do not go as planned.

Interns' lesson plans will generally be much more detailed than those of their mentor teachers. Their lesson plans should always provide enough detail that a substitute could follow them if necessary. Veteran teachers may have lesson plans that are not written out in full detail. They may teach lessons that they have taught many times in the past, so the plans are mostly in their heads. Most veteran teachers have a wide repertoire of instructional strategies and teaching skills that they have developed over the years. These skills enable them to improvise easily and modify instruction on the fly.

Because interns do not have the necessary experience or skills necessary to do this, they need well-conceived lesson plans. However, students will have different developmental needs during the different field experiences, and the level of detail will shift somewhat over time:

- During the *methods experience*, students need the most *detailed lesson plans* since they have very little teaching experience. They also have the least experience planning, so they will need a great deal of guidance from mentor teachers and course instructors. Methods students need to submit drafts of lesson plans well in advance to allow mentor teachers the opportunity to review and suggest modifications prior to implementation. Overplanning ensures that students will not be unprepared if their lesson proceeds faster than planned.
- During the *practicum internship*, interns and mentor teachers initially co-plan lessons so the intern becomes familiar with the instructional routines in the classroom. Because practicum interns have several hours of planning time per week, and because there is space in between independent units, they should be expected to produce *detailed lesson plans* for every lesson they teach. Overplanning ensures that students will not be unprepared if their lesson proceeds faster than planned.
- During the *student teaching internship*, interns should be more familiar with lesson planning and have a range of strategies. Initially, they should submit *detailed lesson plans* for every lesson they teach. As they move toward full day teaching responsibilities, the mentor teacher and supervisor may give approval for the intern to submit *abbreviated lesson plans*, as described below.

Communication between interns and mentors is vital to the intern's learning. Interns and mentors should arrange time to exchange lesson plan procedures and discuss lesson plans throughout the internship. To facilitate this communication, it is to the intern's advantage to submit lesson plans to the mentor teacher as early as possible. **Interns are required to submit lesson plans to mentor teachers sufficiently in advance to allow the mentor to review the plans, discuss them with the intern, provide feedback, and suggest modifications. Two school days in advance should be considered a minimum, unless otherwise directed by a mentor teacher or supervisor.** Interns must implement all suggestions made by the mentor teacher and supervisor. In addition, interns are required to submit a written lesson plan as part of every formal observation completed by the mentor teacher or supervisor. **A mentor teacher or supervisor may refuse to allow an intern to teach a lesson if they have not received a satisfactory lesson plan in a timely fashion. Any missed teaching time due to an intern not submitting lesson plans to his/her mentor will need to be made up and may result in a Concern Conference.**

Lesson Plan Formats

CSU recognizes that teachers plan in different ways, and different schools require different lesson plan formats. All methods students and interns are required to produce *detailed lesson plans* initially. Interns produce *detailed lesson plans* using the lesson plan format indicated by their supervisor. Several licensure areas, such as early childhood education, special education and physical education, have their own recommended formats, included on this Handbook CD. Students in other licensure areas should use the [Standard Lesson Plan Format](#) included in this handbook or a lesson plan format from their education courses. Interns should also learn about the lesson plan format used by their mentor teacher. Once they become licensed teachers, interns may develop a lesson plan format that works for them. Interns should work closely with their supervisors to ensure that lesson plans are useful in their teaching.

Interns should pay attention to the Praxis Domains as listed on the Pre-Service Teacher Intern Observation and Formative Assessment Form to ensure high quality lessons. For example, interns organize content knowledge for student learning (Domain A) in the following ways:

- Relating students' background information and experiences to the lesson
- Providing developmentally appropriate, standards-based instructional material and activities
- Adapting instruction according to the needs of all students based on learning styles, IEPs, cultural differences
- Incorporating opportunities for systematic evaluation

Lesson plans should enhance the learning environment (Domain B) by:

- Involving students in individual and collaborative learning activities
- Incorporating opportunities for student choice
- Attending to the physical environment of the classroom, such as seating arrangement, classroom displays and bulletin boards

Lesson plans extend student thinking (Domain C) by:

- Highlighting essential content to be taught and relating this content to standards
- Providing clear descriptions of instructional procedures and Motivational, stimulating learning activities
- Specifying questions to extend students' thinking and stimulate creative, independent and critical thinking. **Questions should be incorporated into the procedures, not listed separately.**
- Suggesting time limits for each activity to control pacing
- Identifying relevant instructional materials, including hands-on materials, manipulatives and technology
- Incorporating opportunities for formal and informal assessment of student learning

In *detailed lesson plans*, interns should pay particular attention to instructional materials so they are prepared for teaching. Detailed plans must identify learning goals with references to appropriate standards and/or benchmarks. Detailed plans should explain instructional procedures such as grouping strategies, transitions, and directions for student activity. Plans should specify the amount of time allocated to each activity. Plans that incorporate lecture or presentation should include an outline of the specific topics to be presented. Plans that incorporate discussions or recitations should identify specific discussion questions and follow-up questions. All lesson plans should incorporate assessment strategies, both formal and informal. Lack of detail in these areas is the most common cause for poorly taught lessons.

Student teaching interns are eligible to submit *abbreviated lesson plans with the approval of the mentor teacher and supervisor*. Before approving abbreviated plans, mentor teachers and supervisors must be convinced that the intern is knowledgeable of the students and curriculum. The intern must be consistently well-prepared for teaching, and the intern must demonstrate satisfactory lesson implementation. Interns completing abbreviated lesson plans should use the acronym STOPME as a guideline:

- Subject
- Topic
- Objectives
- Procedures
- Materials
- Evaluation

Observation and Evaluation

Overview

The internship is challenging for many interns because they are learning to do something they have never done before. They have invested much time and effort to get to this point and they are often anxious about whether they will succeed. Mentors and supervisors must carefully balance preserving the intern's self-confidence, fostering independence, and ensuring continual growth. As interns learn to teach, they need many opportunities to receive helpful, honest, *formative assessment* from mentor teachers and supervisors to improve their teaching skills. Interns should be responsive to suggestions from mentors and supervisors. Mentors and supervisors must also recognize that interns will become fully licensed teachers after completing a licensure program, so it is important that they learn reflective skills to monitor their success (and failure) and modify instruction accordingly. By the end of student teaching, interns should be able to teach independently and adapt their lesson plans according to classroom events.

In addition to providing formative assessment, mentors and supervisors provide summative evaluations of the intern's success in teaching according to the [CSU Model of Teaching](#) at the 7-week and 15-week mark of the semester. It is important for the integrity of the program and for the intern's ultimate success that the mentor and supervisor provide honest assessments of the intern's abilities as measured by the Intern Evaluation Rubrics available at the back of this handbook. For an intern to be ready for the more intense evaluation procedures of their entry-level teaching assessment, it is important that mentor teachers and supervisors provide an accurate assessment of the intern's abilities.

To provide valid assessment of the intern, the mentor and supervisor rely on a combination of teaching observations; written work required by the syllabus or submitted as portfolio artifacts; and interactions outside the classroom during planning meetings, reflective conversations, or seminars. The CSU evaluation process follows the Ohio state standards, which have shifted requirements for licensure to an outcomes-based model focusing on what teachers should know and be able to do. In general, the practicum internship serves as an introduction to these standards in action, while the student teaching internship provides a review of these standards and expects interns to demonstrate complete implementation of them. In licensure programs with only one major field experience, the student teaching internship introduces interns to the standards and expects complete implementation by the end of the experience.

Although the state of Ohio is discontinuing the Praxis III evaluation program for evaluating entry-level teachers, CSU still relies on the four Pathwise domains as a framework to aid mentor teachers, CTEs, university supervisors, school administrators, support teachers and other university faculty and staff to prepare licensure candidates. OFS strongly recommends that all mentors and supervisors complete Pathwise training and regularly offers this training free for mentors and supervisors. Interns are evaluated according to the four Praxis domains, with criteria that further clarify the four domains. In addition, interns are evaluated on the basis of standards that are specific to their licensure and content areas. Below is an explanation of the domains and related conceptual framework goals.

Domain A: Organizing Content for Student Learning

The intern must develop and demonstrate the ability to organize content to improve student learning. This involves knowing the students to be taught, developing learning goals, building a continuum of learning, preparing the lesson, and evaluating and assessing student learning.

Domain B: Enhancing the Learning Environment

The intern must develop and demonstrate the ability to create and/or maintain an environment for student learning. This involves teacher/student interactions, fairness from the intern and instilling the same fairness with students in the class, behavior standards that are consistent and developmentally appropriate, an encouraging learning environment and realistic expectation levels for all learners.

Domain C: Extending Student Thinking

This domain focuses on what students are learning. The intern must use a variety of strategies and techniques to ensure student comprehension of the subject matter, use questioning strategies that provide immediate feedback, and understand and use materials that provide a hierarchy of questioning to extend the students' thinking process. The intern must also use the various types of technology appropriate to the content and classroom student's technological abilities and use them in classroom instruction. The intern must learn how to either "fill-in" with meaningful activities or condense the lesson, while maintaining comprehension.

Domain D: Professionalism during Practicum

This domain encourages the development of reflective practices, learning how to keep all of the students' records to enhance learning, how to develop relationships with other professionals to support learning in the classroom and understanding the requirements of the profession in order to be employable. The knowledge of content and the extent to which the intern engages in professional growth and development are an important focus of this domain.

The following sections outline the process that supervisors and mentor teachers should use to provide formative assessment and summative evaluation to interns using these four domains.

Observation and Formative Assessment

Interns are observed on a regular basis by the mentor teacher, the CTE, or the university supervisor. In addition, interns may invite observations from other teachers, department chairpersons, building administrators or fellow interns. OFS observation forms have been

developed similar to those used for entry-level teachers who are assessed according to Praxis III guidelines. The mentor or supervisor may ask the intern to submit these forms electronically in advance of the lesson being observed. Observations should provide opportunities for the mentor teacher to provide feedback on the intern's performance, set future goals, and provide opportunities for reflective conversations between the intern and mentor about teaching and learning. Observers identify interns' strengths and offer suggestions for improvement. Interns should view this guidance as an opportunity to grow professionally. Evaluations of interns' teaching skills during observations will comprise a significant part of the interns' final evaluation. Visitations near the beginning of the experience are typically announced; later observations, especially during student teaching, may be unannounced.

Supervisors visit classrooms a **minimum of four (4) times** for formal observations. Mentor teachers also complete formal observations at least **once during each half of the semester**, in addition to frequent informal observations. If interns are working with a CTE, the university supervisor observes the classroom once and the CTE completes the four observations required for supervisors. Table 13 provides an observation timeline for fall and spring internships; Table 14 provides a timeline for summer experiences.

Table 13: Intern Observation and Evaluation Timeline for Fall and Spring Practicum and Student Teaching

Role	<u>Beginning of Semester through Mid-Semester</u> <ul style="list-style-type: none"> • Approx. August 30th – October 10th for Fall • Approx. January 17th – March 5th for Spring 	<u>Mid-Semester through End of Semester</u> <ul style="list-style-type: none"> • Approximately October 10th – December 5th for Fall • Approx. March 5th – May 5th for Spring
Supervisor	<ul style="list-style-type: none"> • Supervisor makes initial site visit and meets principal and mentor(s). • Supervisor checks that mentor(s) received mentor packet. Notifies OFS if additional packets are needed. • Supervisor reminds mentor(s) to submit mentor data form to OFS as soon as possible. • If mentor(s) had intern last semester, supervisor checks that stipend was received. If not, supervisor notifies OFS. 	<ul style="list-style-type: none"> • If any interns have a split experience, Supervisor checks that second session mentor(s) have mentor packet and that they have submitted mentor data form. • At final triad conference with mentor(s), supervisors check that they have received current semester stipend from OFS. If not, supervisor checks that mentor has submitted mentor data form and notifies OFS that payment was not received. Supervisor presents mentor with certificate.
Supervisor OR Classroom Teacher Educator (CTE)	<ul style="list-style-type: none"> • Supervisor/CTE completes two (2) formal observations of each practicum or student teaching intern. • Supervisor/CTE submits two (2) completed observations to OFS (signed by intern and accompanied by follow-up forms). • Supervisor/CTE completes 7 Week Evaluation and discusses with mentor and intern in mid-semester triad conference during mid-October/early March. • Supervisor/CTE notifies East or West Program Coordinator) of any intern concerns by mid-October/early March. 	<ul style="list-style-type: none"> • Supervisor/CTE completes two (2) additional formal observations of each practicum or student teaching intern. • Supervisor/CTE submits two (2) additional completed observations to OFS. • Supervisor/CTE completes 15 Week Evaluation and discusses with mentor and intern in final triad conference during early December/May. • Supervisor/CTE completes and submits copies of Letter of Recommendation. • Supervisor/CTE completes on-line evaluation of OFS personnel and program. (Web site address will be provided.) • Student Teaching Supervisor/CTE submits optional Letters of Nomination for Outstanding Student Teacher, Golden Apple and/or Exceptional Achievement Awards.
Mentor Teacher	<ul style="list-style-type: none"> • Mentor completes one (1) formal observation of each practicum or student teaching intern. • Mentor submits one (1) completed observation (signed by intern and accompanied by follow-up forms) to OFS. • Mentor completes 7 Week Evaluation and discusses with supervisor and intern in mid-semester triad conference during mid-October/early March . • Mentor notifies OFS supervisor of any intern concerns by mid-October/early March. 	<ul style="list-style-type: none"> • Mentor completes one (1) additional formal observation of each practicum or student teaching intern. • Mentor submits one (1) additional completed observation (signed to OFS • Mentor completes 15 Week Evaluation and discusses with supervisor and intern in final triad conference during early December/May. • Mentor completes and submits copies of Letter of Recommendation • Mentor completes on-line evaluation of OFS personnel and program. (Web site address will be provided.) • Student Teaching Mentor submits optional Letters of Nomination for Outstanding Student Teacher, Golden Apple and/or Exceptional Achievement Awards.

Table 14: Intern Observation and Evaluation Timeline for Summer Practicum and Student Teaching

<i>Role</i>	<u>Responsibilities</u>
Supervisor	<ul style="list-style-type: none"> • Supervisor contacts intern and sets seminar dates. • Supervisor makes initial site visit and meets principal and mentor(s). • Supervisor checks that mentor(s) received mentor packet. Notifies OFS if additional packets are needed. • Supervisor reminds mentor(s) to submit mentor data form to OFS as soon as possible. • If mentor(s) worked with intern previous semester, supervisor checks that stipend was received. If not, supervisor notifies OFS. • At final triad conference with mentor(s), supervisors checks that mentor has received current semester stipend from OFS. If not, supervisor checks that mentor has submitted mentor data form and notifies OFS that payment was not received.
Supervisor OR Classroom Teacher Educator (CTE)	<ul style="list-style-type: none"> • Supervisor/CTE completes three (3) formal observations of each practicum or student teaching intern. • Supervisor/CTE submits three (3) completed observations to OFS (signed by intern and accompanied by follow-up forms.) • Supervisor/CTE notifies OFS of any intern concerns by mid-semester. • Supervisor/CTE completes one (1) formal evaluation (using 7/15 evaluation form) and discusses with mentor and intern in triad conference near end of experience. • Supervisor/CTE completes and submits copies of Letter of Recommendation • Supervisor/CTE completes on-line evaluation of OFS personnel and program. (Web site address will be provided.)
Mentor Teacher	<ul style="list-style-type: none"> • Mentor completes one (1) formal observation of each practicum or student teaching intern. • Mentor submits one (1) completed observation (signed by intern and accompanied by follow-up forms) to OFS. • Mentor notifies OFS supervisor of any intern concerns by mid-semester. • Mentor completes one (1) formal evaluation (using 7/15 evaluation form) and discusses with supervisor and intern in triad conference near end of experience. • Mentor completes and submits copies of Letter of Recommendation. • Mentor completes on-line evaluation of OFS personnel and program. (Web site address will be provided.)

Note: The above observation schedules can be modified slightly for practicum interns, given that their actual teaching responsibilities may begin later in the semester.

Beginning in Fall 2010, all observation and evaluation materials must be completed using a word processor and submitted electronically to the supervisor via Blackboard or e-mail. Supervisors will maintain an electronic folder containing all observation and evaluation materials from interns and mentors. All files should be saved in Word or Rich Text Format. For record-keeping purposes, all file names should include the following information:

- **Intern initials**
- **Date completed**
- **Type of file (lesson plan, observation, evaluation, etc.)**

For example, if Brian Yusko is submitting a lesson plan for a lesson to be observed on September 30, 2010, the file title would be: BY Lesson Plan 9-30-2010.doc. Supervisors and mentor teachers should use the following process to complete formal observations and evaluations.

Step 1: Class Profile Form

This Microsoft Word form is completed electronically and submitted to the supervisor **prior to the first observation of the semester** to provide evidence that the intern has learned about the students in his/her assigned classroom. The Class Profile Form will assist the observer with information about the class and provide evidence that the intern knows about the students in the class. The intern should also be aware of all the community agencies that can also give valuable information about the students in this classroom. If major changes in class make up occur, the Class Profile Form will have to be updated. The Class Profile should be completed for each class that the intern teaches. The intern is only required to submit one Class Profile Form to the supervisor and may choose to use this form as one of the six required portfolio artifacts for the internship.

Step 2: Lesson plan

As described in the Lesson Plan section, all students and interns are expected to have a complete lesson plan prepared and approved in order to teach any lesson. The lesson plan must be submitted electronically to the supervisor prior to the day of the lesson. Interns must also submit to the supervisor a lesson plan for the lesson that is formally observed by the mentor teacher, so that the file can be complete. If the plan is submitted far enough in advance, the supervisor may provide feedback and recommendations.

Step 3: Observation

During the observation process the observer takes observational notes, scripts classroom conversations, or collects other kinds of data to address the items on the observation form. The observer may also opt to videotape the lesson for reviewing at a later time by both the supervisor and the intern. In this case, notes would not be taken. The observer should make every effort to focus on the previously identified Growth Goal (from the previous Follow-Up Form), or on aspects of the lesson that have been previously identified by the intern and observer. The observer should collect specific documentation (verbatim dialogue, interactions with particular students, photos or video) to identify the intern's strengths as well as areas for improvement to include on the Intern Observation and Formative Assessment Form.

Step 4: Post-observation Conference

The formal post-observation conference may occur immediately following the observation, or within a week after the observer has completed the Intern Observation and Formative Assessment Form. Ideally, conferences are scheduled when the intern is not teaching (lunch, planning period, before or after school), but if necessary a mentor teacher should be willing to cover a class while a

supervisor and intern conduct the post-observation conference. During the post-observation conference, the observer should encourage the intern to reflect on the lesson using the questions from the Observation Follow-up Form to structure the conversation. The observer should make every effort to elicit the intern's reflection on the lesson by inviting the intern to share their own reactions to the lesson first and asking follow-up questions to encourage the intern's self-assessment. The observer should ask the intern to clarify and justify reflections using evidence from the lesson. The observer should share information from the observation to explore the intern's proficiency in the items of the Observation Form. When making suggestions, the observer should share specific information from the observation to explain the suggestions. Together, the observer and the intern should set a Growth Goal for subsequent observations.

Step 5: Intern Observation and Formative Assessment Form

The **Intern Observation and Formative Assessment Form** is a record documenting the intern's level of performance on the criteria established by the College of Education and Human Services as observed during one observation and during the time since the last formal observation. Adhere to the following guidelines in completing the form:

- This form should be completed by the observer after the observation using notes and information gathered during the observation.
- Most of the forms are specific to a particular licensure area and contain core college criteria and licensure-specific items. The observer should score the intern on every criterion listed on the form using the scale provided.
- The observer also provides comments in each domain. There should be at least three comments in each domain, including at least one area of strength and at least one recommendation.
- In the "Specific Comments" section, the observer should write a brief 1-2 sentence summary of the lesson and include 2-4 suggestions for the intern to improve in the next observation.
- To calculate the domain and overall averages automatically, highlight the formulas at the end of the document and press F9 to update the averages.
- The form should be e-mailed as an attachment to the intern. Mentors should also submit an electronic copy to the supervisor, and supervisors should submit an electronic copy to the mentor. The supervisor (or CTE) is responsible for collecting all necessary electronic records for each observation of each intern, including the intern's lesson plan, the Observation Form, and the Observation Follow-up Form.

Step 6: Observation Follow-up Form

The intern completes the Follow-Up Form and submits it electronically to the observer within two days after the observed lesson. The observer should use the questions on this form as a component of the Post-Observation Conference. One important component of the Follow-Up form is the identification of a Growth Goal, which is one of the criterion where the intern would like to focus his/her efforts to improve. The Growth Goal should be revisited at the following observation or seminar to find evidence of improvement.

Evaluation

Summative evaluation is completed **two times in triad conferences with the intern, mentor teacher, and supervisor present** (supervisors are only required to attend one triad meeting if the intern is working with a CTE). **Under no circumstances should the intern reach the end of a field experience without at least two triad meetings using the Intern Field Experience Record and**

Evaluation Form. During these meetings, the mentor teacher and university supervisor should be as open and candid as possible in their evaluations. By mid-semester the intern should be able to reflect regularly on his/her performance and discuss his/her performance and its impact on student learning. Mentors and supervisors should recognize and communicate successful or outstanding performance, and they should also communicate clearly about performance that is considered less than satisfactory. The outcome of the 7-week triad meeting should be the establishment of specific goals for the intern to accomplish prior to the end of the internship.

All evaluation scores should be based on specific evidence about whether the intern has exhibited the necessary knowledge, concepts and reflective decision-making skills necessary to become a successful entry-level teacher. Even though the intern may possess great potential, **evaluation must be based on actual performance** during the field experience.

Intern Field Experience Record and Evaluation Form

This form is used as the formative and summative report of the intern's teaching experience. The mentor teacher and supervisor (or CTE) will **each** complete their own copy of this form at the 7th and 15th weeks. This includes information about the individual observation scores, dates of visits, absences, tardies, missing/late syllabus assignments, and weak or unacceptable assignments. Evaluators should take this form seriously; it provides evidence that the intern has been involved in ongoing evaluation during the internship. Completed evaluation forms are submitted to OFS at the end of the semester and will be filed in the Office of Field Services, where it will remain for ten years. Follow these guidelines when completing this form:

- Consider all available evidence such as formal observations, reflective conversations, written work (lesson plans, instructional materials developed, seminar assignments), portfolio artifacts, and behaviors outside the classroom.
- Scoring is based on a scale of 1.0 to 4.0. Scores between 1.0 and 2.9 are considered Unsatisfactory and scores between 3.0 and 4.0 are Satisfactory. A score of 0.0 indicates that an intern has not demonstrated any skill in a particular item. A 1.0 indicates that the intern has not yet demonstrated sufficient evidence of entry-level skills in a particular criterion. A score of 2.0 indicates basic skills only. A score of 3.0 indicates a satisfactory level of competence, and a score of 4.0 indicates that the intern has demonstrated substantial evidence of successfully mastering a criterion to the same level as an experienced teacher.
- If there is any question whether an intern might successfully complete an experience, the evaluation should reflect this concern with scores below 3.0 in the appropriate criteria.
- It is possible to receive a satisfactory grade if individual items are rated below 3.0, but interns who receive several scores below 3.0 at the 15-week evaluation will receive a grade that will not allow them to continue or complete their licensure program.

7-Week Triad Conference

Around the 7 week point in the semester, **the mentor, intern and university supervisor** will meet to discuss the intern's progress from week one to week seven. **Prior to the meeting**, the mentor should complete the 7-week column of his/her own Intern Field Experience Record Evaluation Form, and the supervisor should complete the 7-week column of his/her own Intern Evaluation Form. Both forms should be used in the discussion at the conference. During the conference, the intern should be encouraged to be an active participant in the discussion.

These things should be discussed during the Triad Conference:

Teacher as a Responsive, Reflective Professional: A Partner in Learning

- Strengths (scores of 3.5 or higher)
- Areas of concern (scores lower than 3)
- Discrepancies between mentor and supervisor evaluations

At the end of the meeting, both evaluation forms should be signed by mentor, university supervisor and the intern in all necessary places. As a result of this conference, the intern should have specific goals and areas for improvement to work on during the second half of the semester. These goals should be agreed upon by the mentor teacher and supervisor.

Please note the following special considerations for the 7-week triad conference:

- If the intern is completing a 7 week experience with a mentor (shared or split), this is the mentor's final evaluation of the student as the student will be transitioning to another experience. **The supervisor should take the Intern Evaluation Form from the mentor at this meeting to be used during the 15-week triad conference.**
- If students are shared for the entire semester by two mentors, both mentors must attend the Triad Conference along with the intern and the university supervisor.
- If the intern is completing a split experience with a CTE for the first half of the semester, the university supervisor should plan to attend the 7-week triad conference

After this conference, any intern who is having difficulty reaching an acceptable level of classroom performance and has earned an unsatisfactory grade (composite 2.99 or less) as assessed by the mentor and supervisor will be advised of several options through a Concern Conference:

- Attempt to continue in the experience implementing all of the suggestions for improvement and timelines in an effort to earn a satisfactory rating. (Note: during the first few weeks of the student teaching experience and practicum experience there is limited instructional responsibility). Continuing could result in a grade of Unsatisfactory.
- Withdrawing from the practicum/student teaching experience after the designated drop date requires the completion of a petition and the approval of the petitions committee. The process may take 2-3 weeks. If the petition for a late withdrawal were denied a grade of "C" or Unsatisfactory would stand.
- Withdraw immediately and petition to retake the experience at a later date. It may be recommended by the university supervisor and/or mentor teacher/CTE that experiences to strengthen teaching skills be completed prior to the retaking of practicum or student teaching.
- Student teaching can be repeated only once in a licensure area. Therefore, it is of critical importance that every effort has been made to be adequately prepared.

15-Week Triad Conference

The mentor, intern and university supervisor will meet to discuss the intern's progress for the **entire semester**, including the first half. The mentor should complete the 15-week column of his/her own Intern Evaluation Form, and the supervisor should complete the 15-week column of his/her own Intern Evaluation Form. During the conference, the intern should be encouraged to be an active participant in the discussion. Both forms should be used in the discussion at the conference, along with the following topics:

- Strengths (scores of 3.5 or higher)
- Areas of concern (scores lower than 3) *There shouldn't be many areas of concern at this time.
- Discussion of intern's final grade

- Recommendations for the intern to continue improving
- Determination of recommendations for Outstanding Student Teacher for student teaching interns

Mentors or supervisors may change some of their scores based on information discussed at the conference. Both should be signed by mentor, university supervisor and the intern. At the end of this conference, the supervisor should collect both signed forms to submit to OFS at the semester-end meeting.

Please note the following special considerations for the 15-week triad conference:

- If the student is completing the second half of the semester experience with a mentor (shared or split) the mentor, intern and university supervisor will discuss the intern's progress during the second half of the semester, from week 7 to week 15. The supervisor will use information from the 7-week evaluation and 15-week evaluation to determine the intern's final grade.
- If the intern is completing a split experience with a CTE for the second half of the semester, the university supervisor should attend the 15-week triad conference to provide information from the first 7-weeks. In this situation, the university supervisor, not the CTE, submits the final evaluations and grade of the intern.
- If students are shared for the entire semester by two mentors, both mentors must attend the triad conference along with the intern and the university supervisor.

Supervisors and CTE's in Triad Conferences

- Students with full fifteen week experiences - Supervisor is required to attend either the 7 or 15 week Triad.
- Students with split experiences – Supervisor should attend both the 7 and the 15 week triad conference (regardless of whether one is a CTE) since the mentors will be different.

Completing the Evaluation Process

The final internship grade will be awarded by the university supervisor in collaboration with the mentor teacher, or by the CTE in collaboration with the university supervisor. (In the case of CTEs supervising split experiences, the university supervisor will determine the final internship grade in close collaboration with the CTE). Supervisors should determine internship grades using the following weighted calculations:

Criterion	Grade (1-4)	Weight	TOTAL
Planning <ul style="list-style-type: none"> • Domain A (Supervisor) • Domain A (Mentor) • Written plans 		20%	
Teaching Skills <ul style="list-style-type: none"> • Domain B (Supervisor) • Domain B (Mentor) • Domain C (Supervisor) • Domain C (Mentor) 		40%	
Seminar Assignments and Portfolio Artifacts		20%	
Professionalism <ul style="list-style-type: none"> • Domain D (Supervisor) • Domain D (Mentor) • Attendance and punctuality • Responsiveness to feedback • Reflection on Experience 		20%	
OVERALL TOTAL			

Practicum interns may receive the full range of letter grades (A, A-, B+, B, B-, C, D or F). **They must achieve an overall grade of 3.0 or higher (B, B+, A- or A) to go on to student teaching.** Student teaching interns receive grades of S (satisfactory) or U (unsatisfactory). In addition, the mentor teacher and university supervisor will provide a letter of recommendation or completion for practicum and student teaching interns. Interns who are not eligible to continue or complete their licensure program due to their internship grade must petition to repeat the experience if they wish to continue working toward licensure.

After the grades have been determined, university supervisors submit the following paperwork, all with appropriate signatures, for each intern supervised, to the Office of Field Services for each intern supervised:

- Intern Attendance Form
- Supervisor Formal Observations
- Mentor Formal Observations
- Mentor 7/15 Week Evaluation
- Supervisor 7/15 Week Evaluation
- Grade Form

In addition, the supervisor submits the intern's scores and final grade online within two weeks of the semester's end using the link from supervisor tab on the OFS home page at <http://cehs.csuohio.edu/fieldservices>.

NOTE: If an intern is working with a CTE for the whole semester or the second half of the semester, the CTE submits the evaluations online and returns all required paperwork to OFS using a business reply envelope.

Supervisors and CTEs may wonder why they need to complete paper copies and submit evaluations electronically. Paper copies provide evidence (via signature) that the intern has seen the evaluations completed by both mentor and supervisor. Electronic evaluations are provided to the Associate Dean for reporting purposes, and they are imported into the OFS database for quick access to students' evaluations from previous experiences.

This intern evaluation is different from the OFS survey that we ask supervisors to complete that provides us information about the mentor teachers and school sites and provides feedback about OFS performance.

Seminars

Seminars are intended as an opportunity for interns to reflect on their internship experience (successes as well as concerns) with fellow interns, share strategies, and gather ideas from fellow interns and supervisors. During each seminar, supervisors facilitate discussions where interns have the opportunity to share:

- Highlights from interns' teaching and observations of their mentors' teaching
- Lowlights or challenging events from interns' teaching and observations of their mentors' teaching
- Burning issues and pressing concerns that have arisen in the previous few weeks, during interns' time in the classroom and schools
- Conflict Resolution strategies

Supervisors use seminars as a time to gather interns' written work as described in the practicum or student teaching syllabus. Besides seminar assignments, interns are encouraged to bring the following materials with them to seminars:

- Syllabus assignments
- Portfolio artifacts
- Examples of lessons and student work
- Copies of lesson plans, sample curricular materials or handouts
- Reflective journals or incident reports

These artifacts from students' field experiences provide insight into the highlights and lowlights of the interns' experiences.

A minor portion of these seminars can include direct instruction by the supervisor and sharing of "best practices" by the interns. These brief lessons should be directly related to the interns' classroom teaching. Occasionally, supervisors may schedule special guests or activities to address relevant topics during the seminars. During the practicum internship, seminar topics may include the following:

- The Domains of Teaching for learning and methods of evaluation for the practicum intern
Teacher as a Responsive, Reflective Professional: A Partner in Learning

- Reflective Teaching - how and what the intern teacher does impacts student achievement
- How to develop effective learning goals for students
- College portfolio development/continuing university requirement
- Knowing students and working with diverse student populations
- Professionalism/Communication skills
- Discipline and Management through Conflict Resolution
- Selection of Developmentally Appropriate Materials to Meets Students Needs
- Motivation
- Assessment

During the student teaching internship, seminar topics may include the following items:

- Review the Domains of Teaching for learning and methods of evaluation for student teacher
- Reflective Teaching - How and what the intern teacher does impacts student achievement
- Developing effective learning goals and objectives for the students
- College portfolio development/continuing or beginning the student's portfolio
- Developing or refining the student's personal philosophy
- Professionalism/Communication skills
- Self-evaluation/using a Reflective Process
- Discipline and Management through Conflict Resolution
- Knowing students and working with diverse student populations
- Creating a positive learning environment – rapport with students
- Measurable Student Evaluation and Assessment
- Interviewing and job search strategies

All interns are required to attend six CSU seminars during the semester, including the first seminar at orientation. During summer internships, there are three seminars. Seminars generally meet on campus, most often on Friday mornings for practicum and on weekday afternoons for student teaching. All seminars last for two hours.

Dates, times and locations are provided by the supervisor (in some cases, interns may be assigned to a field supervisor who will observe in the field and another supervisor who will host the intern for seminar). Upon receiving these dates, interns should share this information with their mentor teachers so mentors are aware of when interns will be excused from teaching responsibilities to attend seminars. Student teaching interns are expected to report to their assigned schools prior to afternoon seminar meetings and after morning seminars.

Seminar attendance is included in the attendance policy, and interns must contact their supervisor ahead of time if they must be absent for a seminar. **Failure to attend seminars or complete assignments will adversely affect the intern's grade and may jeopardize their successful completion of an internship.**

Concerns during the Experience

Intern Concerns

Occasionally a problem may arise during pre-service field experiences. Many problems can be solved quickly if they are handled in a timely manner. If an intern has a concern about the site or mentor (including a CTE), he/she should contact their supervisor or program coordinator immediately. If the concern is with the supervisor, interns should contact their program coordinator directly and have written documentation to support the concern.

Mentor and/or Supervisor Concerns

The College of Education and Human Services is committed to maintaining the highest standards for its interns. To ensure this level of rigor, there are several levels of action that may be taken if a faculty member, supervisor, or mentor teacher feels that an intern may not be meeting the minimum expectations of a university student and/or a future teacher.


Level 1: Concern Flag

Any university instructor or supervisor who feels that a student exhibits behaviors or dispositions that raise serious concerns about the student's ability to be successful in a field experience should complete a Concern Flag Form identifying a shortcoming in communication skills, work ethic, or professionalism as outlined in the Student List of Professional Dispositions included in the Appendix. Any student who is "flagged" by two or more professors in the same area may be required to attend a Concern Conference as described below and the coordinator of their program area will generate a remediation plan for the student. In addition, if a student has two or more "flags" in their record prior to a major field experience, the Office of Field Services will work with the coordinator of the appropriate program area to determine what information from these forms will be shared with the mentor and/or supervisor.

Level 2: Pre-Concern Conference

If a supervisor or mentor teacher has concerns about an intern's professionalism or performance during the internship and the intern has not been responsive to suggestions to change these behaviors, they should hold a Pre-Concern Conference first. This conference may include the supervisor and/or mentor teacher, but it does not need to include a representative from the Office of Field Services. At this meeting, the supervisor and/or mentor should clearly communicate the changes that need to be made, and the intern should be provided, in writing, a list of specific objectives with dates and indicators to determine whether these objectives have been met. Refer to Table 15 for sample objectives and recommended timelines.

Table 15: Sample Objectives and Timelines for Pre-Concern Conferences

Disposition in Question	Sample Objective	To Be Completed By:
Attendance	<ul style="list-style-type: none"> Intern will report to the field site each day as scheduled. If the intern misses ____ days in the field/seminar as of (date), he/she will be required to meet with OFS who could at that time terminate the remainder of this experience. 	On-going
Punctuality	<ul style="list-style-type: none"> Intern will report to the field site each day scheduled by (time). If the intern is tardy ____ more times to the field/seminar as of (date), he/she will be required to meet with OFS who at that time will schedule make up days in the field or terminate the experience. 	On-going
Completes Work in a Timely Manner	<ul style="list-style-type: none"> Intern will submit completed lesson plans (with all supplemental materials) to mentor teacher(s) on _____ (Thursday/Friday) for the following week. Intern will submit observation lesson plans to supervisor at least 48 hours before the scheduled observation. Intern will complete (specific assignment) by (due date) 	Friday's date Date which is 48 hours before next formal observation Specific due date of the assignment
Demonstrates Organizational Skills	<ul style="list-style-type: none"> Intern will keep a binder with tabs to separate work for field and seminar. Intern will submit completed lessons, reflections, artifacts, and other portfolio requirements only. No more partial assignments will be accepted. Attend all field experiences, classes and seminars fully prepared to submit assignments due. (They are on my computer, flash drive, I have them) will no longer suffice. If you don't have them, they will be marked as missing. 	On-going Specific due date(s) of the assignment(s) in questions Specific due date(s) of the assignment(s) in questions
Observe all Pertinent Policies and Procedures	<ul style="list-style-type: none"> Intern will not use cell phone while at the site or in seminar. Intern will not check personal email on school computers. Intern will cover tattoo while in the field. Intern will not form inappropriate "friendships" with students. Intern is to take on the role of the professional. 	On-going On-going On-going
Lesson Planning	<ul style="list-style-type: none"> Intern will follow CSU format when completing all lesson plans for both the mentor teacher and the supervisor. Intern will revise lesson plans as needed. Lesson plans must be legible 	The dates will be specific to the due dates of the lesson plans. Create a "window of time" to allow students to revise plans. On-going
Accepts and Responds to Feedback	<ul style="list-style-type: none"> Intern uses suggestions from mentor teacher and revises plans accordingly. Intern completes and submits Follow-Up Form after formal observations. Intern uses supervisor suggestions to correct Artifacts to receive a rating of Proficient or Above 	Create a "window of time" to allow students to revise plans. Create a "window of time" to allow students to complete Follow Up Form. Create a "window of time" to allow students to revise and resubmit Artifacts.
Project an Appropriate Professional Appearance in Professional Settings	<ul style="list-style-type: none"> Intern will not wear jeans in the field except on special days like Spirit Days or Field Trip Days Intern's skirt will be at least fingertip length or longer. Intern will not allow undergarments of any kind to show when in the field or at seminar. Intern will not wear body piercings when in the field. Intern will cover tattoo when in the field. Mentor teacher has addressed oral hygiene with the intern and intern agrees to make a conscious effort to be mindful of the situation. Supervisor has discussed bodily odor with the intern. Intern agrees to shower daily and wear clean clothes to the field and to seminar. Intern agrees to iron clothes so as not to have a disheveled appearance when in the field. Intern will not eat or drink in the classroom 	On-Going 

Level 3: Concern Conference

When an intern fails to accomplish the objectives established in a Pre-Concern Conference or when a serious problem arises suddenly, the supervisor and/or mentor teacher may contact the Office of Field Services to request a formal Concern Conference. This is a formal procedure in which a representative from the Office of Field Services, the intern's supervisor, one or more faculty members, the intern and a chosen representative, and possibly the mentor teacher or site coordinator share specific details about identified concerns and attempts to address those concerns. Concern Conferences may be preceded by an observation of the intern's teaching by an Office of Field Services representative. The Office of Field Services representative will determine whether there can be additional steps to address the problem or whether the internship needs to be terminated. This process is documented using the [Office of Field Services Concern Conference Record](#) (found at the back of this handbook on page 100).

A Concern Conference is a serious matter that may result in a change of match site (within same or different school), termination of the experience, or suspension or removal from the licensure program. If the circumstances warrant, only one change in match site or mentor teacher is allowed during an internship. In general, a second Concern Conference during any internship automatically results in the termination of the experience and an intern being exited from her/his licensure program.

The easiest ways to avoid a Concern Conference are to act as professionally as possible and communicate any questions or concerns with the mentor, CTE, and supervisor. The College of Education and Human Services has an Ombudsperson whose job is to assist students with academically related problems that have not been resolved to their satisfaction. The Ombudsperson is prepared to objectively arbitrate issues that may develop at a Concern Conference, should that be necessary. The Ombudsperson may be contacted by calling the Education Student Services Offices (ESSC) at (216) 687-4625.

Incompletes or Withdrawal from Field Experience

Withdrawal from practicum or student teaching is a rare occurrence. However, in the event that an intern experiences difficulties in completing an internship successfully, withdrawal through the ninth week of the term may be preferable to receiving a grade below a "B" in practicum or a grade of "U" in student teaching. Any intern facing such a possibility should confer with the Office of Field Services, the university supervisor, and the mentor teacher. Interns assigned to a Classroom Teacher Educator (CTE) should confer with the Office of Field Services and the CTE. Interns encountering difficulties in an experience are rarely moved between mentor teachers, and may only make such a shift within practicum or student teaching one time when it is determined that a problem experienced by the intern is in no way the fault of the intern.

After the ninth week of the term, withdrawals are not generally granted except for personal reasons on an individual case-by-case basis. Interns must petition for permission to withdraw for any reason after the ninth week. In cases where interns have not completed an internship successfully, a grade of "C" or below in practicum and a grade of "U" in student teaching can be expected. If a grade of "B" or below for practicum or "U" for student teaching, interns may seek to repeat the internship in a subsequent term by petition only. If approved, practicum and student teaching may only be repeated once.

Repeating a Field Experience

Incompletes are generally not offered for interns completing practicum or student teaching experiences. Any intern requiring additional experience in order to demonstrate the proficiency required to pass practicum or student teaching has two options: 1) repeat and register for the complete experience; 2) register for a minimum 1 credit independent study and complete additional weeks of an experience. Final determination of which option an intern completes will be the decision of the Office of Field Services.

Re-admission to a Licensure Program

A student who is unable to complete a licensure program due to multiple unsuccessful attempts to complete a field experience must be approved by petition to be allowed re-admission into the licensure program. This petition must include documentation of efforts to remediate concerns or problems that caused the initial failure to complete the program successfully.

Completing the Experience

References

Most mentor teachers write a letter of recommendation for their practicum and student teaching interns, although they are not required to do so. We suggest that interns ask their mentor teacher if he/she is willing to write them a letter of recommendation several weeks before the end of their experience to allow the mentor time to do so before they leave. This will become an important part of the intern's employment portfolio. Interns may also ask other school personnel for letters of recommendation if they are familiar with their work during that time in the building. If interns are completing student teaching internships, their university supervisor will also write a letter of recommendation for them.

Student teachers completing their internships in the spring should note that there is a Northeast Ohio Teacher Education Day (NOTED) job fair, usually held in early April. These students should consider asking their mentor teachers for recommendation letters by the end of March so that interns can provide them to potential employers at this fair. Student teachers are given permission to be absent from their student teaching experience that day if attending the NOTED job fair.

Students should be sure to ask their mentor teacher (and any other appropriate school personnel) whether he/she is willing to serve as an employment reference for them. If the person is willing, the intern should write down complete contact information so that he or she can provide it to potential employers and then keep it in his or her personal file.

Résumé

Early in the semester of student teaching internships, interns should prepare their résumés for future employment. The Career Services office at Cleveland State University has a number of resources and people to assist interns. See the section in this handbook on [Additional Resources](#) for complete contact information.

College Awards

Outstanding Student Teacher

In order to recognize in some special way beyond the grade of "S" (Satisfactory) those student teaching interns whose performance is outstanding, the College of Education and Human Services awards Outstanding Student Teaching Awards to a maximum of 20% of the interns in each of the following programs:

- Early Childhood and Middle Child
- Secondary
- Special Education
- K-12 Art
- K-12 Music
- K-12 Physical Education

Candidates for the award must be nominated by both their university supervisors and this nomination must be supported by their mentor teacher or by their Classroom Teacher Educator and their seminar instructor. The supervisor, mentor teacher, or Classroom Teacher Educator will discuss nomination criteria with interns. A university supervisor may nominate more than 20% of her/his group or may nominate none. According to the standards set up by the Undergraduate Affairs Council of the College of Education and Human Services, if more than 20% of the interns in a program are nominated, the Dean, in consultation with the Director of the Office of Field Services, will decide among the candidates so that the 20% selection criterion will be followed. In such cases, the decision will be made from an examination of letters of recommendation written by the mentor teacher and supervisor. In the letter of recommendation, mentors and supervisors should clearly state that they are nominating the intern for the Outstanding Student Teaching Award.

The names of Outstanding Student Teachers will be posted on the Internet and outside the Office of Field Services. In addition, the names and contact information of outstanding student teachers will be sent to the personnel directors of local school districts.

Golden Apple and Exceptional Achievement

All nominees for Classroom Teacher Educator will automatically be considered for the Golden Apple and Exceptional Achievement awards. The Golden Apple award is given during the May graduation to one student teacher from the academic year who has demonstrated the highest level of teaching proficiency. The Exceptional Achievement award is given to one student who has demonstrated outstanding achievement in the face of significant obstacles. **Spring nominations for these awards must be received by the Office of Field Services by March 15.**

Saying Goodbye

As the internship comes to an end, interns should think about and plan how and when they will say goodbye to the students and staff with whom they have worked during their internship. Interns have worked to build a relationship with students and staff, so it is important to end it on a positive note. As the internship comes to a close, interns should plan to:

- **Return all borrowed materials to mentor teacher.** Be sure to return any teacher manuals, student textbook editions, and other resources borrowed from the mentor teacher or school site. If the intern has lost or damaged any materials, they ask what they should do to replace them.
- **Say goodbye to students.** Plan a way to say goodbye to the students. Interns may want to consider a special/culminating activity with the approval of their mentor teacher.

- **Say thank you.** Verbally thank the mentor teacher and other building employees who have influenced the experience.
- **Remove any personal items from the classroom**
- **Return ID badge, parking permit, etc. as appropriate**
- **Write thank you letters.** Following the internship, write a letter of thanks to the mentor teacher, university supervisor, and all teaching staff involved in the internship experience

Evaluations of OFS Experiences

The College of Education and the Office of Field Services asks interns, mentors, and supervisors to provide feedback on their experience with the College of Education and Human Services through a variety of instruments. Responses allow the Office of Field Services to identify goals for improvement to improve the experience of future interns and allow the College to document its accomplishments.

OFS Survey

After the interns' teaching has been assessed all semester long, they will have an opportunity at the end of the internship to assess the work of the Office of Field Services, their mentor teacher, and their supervisor. Remember that all responses to these surveys are kept confidential. Survey results are shared with mentors and supervisors only after the semester has ended and are aggregated in such a way that individual responses cannot be identified. Interns, mentor teachers and supervisors should complete the appropriate OFS survey online at the following site (user names listed below):

<http://cehs.csuohio.edu/fieldservices/survey.html>

Mentors: Use "mentofs" as user name, no password
 Interns: Use "internofs" as user name, no password
 Supervisors: Use "supervisor" as user name, no password

COEHS Exit Surveys (student teachers only)

The College of Education and Human Services uses an exit survey to gauge interns' satisfaction with their licensure program, from course work through field experiences. Although there is some overlap between the OFS Survey and the Exit Survey, the OFS survey provides more specific detail about field experiences and the Exit Survey deals with the whole college experience and licensure program. These exit surveys are available online.

Teacher Quality Partnership Survey (student teachers only)

CSU is a participant in the Teacher Quality Partnership (TQP), which documents the status of undergraduate and graduate teacher licensure in the state of Ohio. Student teachers are asked to complete a TQP survey during the last seminar of their internship.

Praxis II Score Reports (student teachers only)

The College is required for accreditation purposes to track Praxis scores of program completers. Praxis scores also help faculty determine ways to tailor their courses to help students succeed on Praxis II exams. Even if interns have previously had Praxis II scores sent to the College, OFS requests that student teaching interns bring their full score report to the final student teaching seminar to help us track the Praxis scores and subscores of program completers.

Seek Employment

Once interns have successfully completed their student teaching internship and have received their degree, they are ready to seek employment as a teacher! To that end, student teaching interns should complete each of the following tasks.

Complete the employment portfolio

A portfolio is an individual profile containing materials of educational, professional, and personal achievements. A portfolio effectively showcases the skills an intern has acquired through Cleveland State University. It also serves as a proving ground to perspective employers. The following is a suggested list to be included in an employment portfolio:

1. Table of Contents
2. Resume
3. Copy of Transcript (s)
4. Letters of Recommendation
5. Copy of Final Evaluations
6. Samples of Unit Plans and Lesson Plans
7. Samples of Tests and Assessments
8. Labeled Photos:
 - a. Bulletin Boards
 - b. Learning Centers
 - c. Student Activities
9. Special Projects/Field Trips
10. Copy of Philosophy of Education
11. Description of Extra Duties

Portfolio information is also available on-line at <http://www.csuohio.edu/cehs/students/portfolios/>

Update required shots (TB and Hepatitis), and FBI and BCI checks**Apply for licensure**

Staff members in the Education Student Services Center can assist interns with information regarding requirements, directions and paperwork to apply for teacher licensure in the State of Ohio. ESSC is located in Rhodes Tower 1401.

Visit Career Services

Career Services offers interns important information such as listings of schools that are hiring, assistance in resume writing and interviewing techniques.

Appendices: Forms, Codes and Policies

Forms

The following forms, available in this section, will be of use to interns, mentors and supervisors throughout the field experience. Many of the forms located in this handbook are available to be downloaded from the OFS web site at: <http://www.csuohio.edu/cehs/fieldservices>

Student List of Professional Dispositions
For Student Reference*

Communication Skills*

1.	Demonstrate appropriate verbal communication.	
2.	Demonstrate appropriate written communication.	
3.	Demonstrate a disposition toward inquiry and problem solving.	
4.	Work collaboratively with parents, colleagues, and professionals.	
5.	Demonstrate consistently positive attitudes toward learning and teaching.	
6.	Accept responsibility for decisions and actions.	
7.	Establish and maintain mutually respectful interactions.	

Work Ethic*

8.	Demonstrate regular attendance.	
9.	Demonstrate punctuality.	
10.	Complete work in a timely manner.	
11.	Demonstrate organizational skills.	
12.	Observe all pertinent policies and procedures.	

Professionalism*

13.	Demonstrate a commitment to working with children, youth, and their families in developmentally appropriate ways.	
14.	Demonstrate an awareness of community, state, national, and world contexts that have an impact on the teaching profession and the learning process.	
15.	Treat university faculty/staff, colleagues, parents, and students fairly, equitably, and respectfully.	
16.	Accept constructive criticism and adjusts performance accordingly.	
17.	Express and demonstrate interest in and enthusiasm for teaching and learning.	
18.	Adapt to new and diverse learning situations.	
19.	Accept diverse learners and their needs.	
20.	Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.	
21.	Maintain confidentiality about student records unless disclosure serves a professionally compelling purpose or is required by law.	
22.	Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information.	
23.	Respect the points of view of others.	
24.	Develop and explain professional judgments using research-based theory and practice.	
25.	Contribute meaningfully and appropriately to discussions by asking questions and giving opinions, and listening to others.	
26.	Project an appropriate professional appearance in professional settings.	
27.	Project an appropriate professional demeanor in professional settings.	
28.	Accept leadership opportunities.	
29.	Understand and practice professional ethical standards.	

*These disposition statements have been modified slightly from Kent State University

Internship Site Orientation

Below are suggested topics/questions to ask your mentor teacher at your first meeting and on subsequent days at your internship site. Do not be reluctant to ask other questions necessary to a successful experience at your school! Take advantage of your mentor teacher’s knowledge, experience, and willingness to serve as your mentor.

Mentor Teacher Information:

How should I address my mentor teacher? _____

Mentor teacher’s preferred phone number _____

Mentor teacher’s preferred email address _____

Teacher arrival/departure times _____

Building Information:

Where should I park? _____

Sign-in/sign-out procedures? _____

School calendar (obtain copy) _____

Names of key people:

administrator(s) _____

office secretary _____

custodian _____

classroom aides _____

other staff _____

Location of: school office _____

staff restrooms _____

teacher lounge _____

media resource center _____

copier _____

nurse’s office _____

Policies/procedures regarding:

copier use _____

fire/tornado drills _____

lockdowns _____

staff dress codes _____

Classroom Information:

Storage for personal items, workspace in classroom

Location and use of teaching materials/manuals and course of study

Procedure to follow in case of tardiness/absence

Policy/consent forms for photographing or videotaping students

Procedure/policy for collecting/copying teacher resource materials

Daily classroom teaching schedule (obtain copy)

Any preparation prior to first day with students?

**Intern Attendance Form
Office of Field Services**

Form is maintained by Intern, filed with Mentor Teacher during semester, and picked up by Supervisor at end of experience

Intern: _____

Mentor: _____

Supervisor: _____

Semester/Year: _____

Week #__ **Dates:** _____

Week #__ **Dates:** _____

Date	Time In	Time Out	# of Hours

Date	Time In	Time Out	# of Hours

Week #__ **Dates:** _____

Week #__ **Dates:** _____

Date	Time In	Time Out	# of Hours

Date	Time In	Time Out	# of Hours

Week #__ **Dates:** _____

Week #__ **Dates:** _____

Date	Time In	Time Out	# of Hours

Date	Time In	Time Out	# of Hours

Week #__ **Dates:** _____

Week #__ **Dates:** _____

Date	Time In	Time Out	# of Hours

Date	Time In	Time Out	# of Hours

Week #__ Dates: _____

Date	Time In	Time Out	# of Hours

Week #__ Dates: _____

Date	Time In	Time Out	# of Hours

Week #__ Dates: _____

Date	Time In	Time Out	# of Hours

Week #__ Dates: _____

Date	Time In	Time Out	# of Hours

Week #__ Dates: _____

Date	Time In	Time Out	# of Hours

Week #__ Dates: _____

Date	Time In	Time Out	# of Hours

Week #__ Dates: _____

Date	Time In	Time Out	# of Hours

Week #__ Dates: _____

Date	Time In	Time Out	# of Hours

Notes

Practicum internship hours are generally 8 am-12 pm, Mon-Thurs for 15 weeks; alternately, some licensure programs require attendance 8 am-11 am, Mon-Fri for 15 weeks

Student teaching internship hours are generally 8 am-3 pm, Mon-Fri for 15 weeks; interns follow their mentor teachers' full-time teaching schedules, including before school arrival and attendance at planning, professional development and after school meetings

Accruing more than 3 absences during the practicum or student teaching internship may result in the need to repeat this experience or in an extension of the experience

All absences must be reported to both the Mentor Teacher and Supervisor ahead of time

Changes in internship schedules can be made only with written approval of the Director of the Office of Field Services

Class Profile

(to be completed once at start of semester by practicum/student teaching intern)

Intern: _____ Supervisor: _____

Grade: _____ Subject: _____ Room # / Location: _____

Please respond to all questions. Please indicate the number of your response in the space provided.

- | | |
|--|---|
| <p>1. How many students are in your classroom?</p> <p>_____ Total number
_____ Male students
_____ Female students</p> | <p>4. How many students are in the following language categories?</p> <p>_____ English language proficient
_____ Limited English language proficient</p> |
| <p>2. What is the students' age range?</p> <p>_____ Youngest
_____ Oldest</p> | <p>5. With respect to the following categories, how would you describe your students?</p> <p>_____ African American or Black, non-Hispanic
_____ Asian, Asian American, or Pacific Islander
_____ Mexican American or Chicano
_____ Native American, Inuit, or Aleut
_____ Puerto Rican
_____ Other Hispanic
_____ White, non-Hispanic
_____ Other (please specify)

_____</p> |
| <p>3. How many students have the following exceptionalities?</p> <p>_____ Visual disability
_____ Hearing disability
_____ Developmental disability
_____ Emotional or behavioral disability
_____ Identified as gifted
_____ Learning disability
_____ Physical disability
_____ Other (please specify)
_____</p> | |

Please respond in the space available for questions 6 – 13.

6. How will you become familiar with what the students already know, in terms of both skills and the cultural resources they bring to the classroom?

7. How do you plan to communicate with the parents or guardians of students in this class?

8. Is there anything about the learning environment that you think might affect your students and/or your classroom instruction?

9. What are the most important classroom routines, procedures, rules, and behaviors established by your mentor teacher?

10. Please explain any special circumstances existing in your classroom.

11. When you need assistance with your teaching skills or when you have difficulties with a student, with whom do you talk (e.g., other teachers, mentor teachers/CTE, CSU supervisor, principal, professors)?

12. How are you able to coordinate learning activities with other colleagues?

13. How do you coordinate learning activities with your mentor teacher?

Weekly Reflection Log

Name: _____ Date: _____

<p><u>Critical Incidents</u> What were the highlights and lowlights of your teaching this week? Describe specific incidents that illustrate successes or challenges or demonstrate student(s) who are succeeding or struggling in your class?</p>	
<p><u>Burning Issues/Questions</u> What issues or concerns can you identify from your teaching?</p>	
<p><u>“Best Practice” Tips</u> What activities, assignments, or strategies have been particularly effective this week?</p>	

Artifact(s): _____
(Please bring at least one artifact from your teaching to illustrate the documented incidents, highlights, lowlights, student successes or struggles and burning issues)

Teacher Work Sample Rubric

STUDENT _____ CSU ID _____
 STUDENT PROGRAM/LICENSE AREA _____
 ASSESSOR _____ DATE _____

Circle the description in each row which best describes the artifact.

	10 points	7 points	4 points	2 points	0 points
A Description of students	Description is very clear and very complete	Description is very clear and only somewhat complete, or vice-versa	Description is somewhat clear and somewhat complete	Description is somewhat clear and not at all complete, or vice-versa	Description is unclear and not at all complete
B Brief overview of project or unit			Overview is clear	Overview is not clear	No overview is provided
C Rationale for choosing project or unit	Rationale is very well thought out; relationship to students' characteristics and overall curriculum is clear.	Rationale is fairly well thought out; relationship to students' characteristics and overall curriculum is somewhat clear.	Rationale is stated but only somewhat supports choice; relationship to students' characteristics and overall curriculum is not clear.	Rationale is not clear; relationship to students' characteristics and overall curriculum is not clear.	No rationale is provided
D Objectives	Very clearly stated objectives tied to appropriate content standards and supported by clear rationales	Objectives fairly clearly stated and tied to appropriate content standards; rationales are given, but are somewhat unclear	The overall intent of the objectives is understandable, but objective(s) not clearly stated and/or tied to appropriate content standards; rationales are unclear	The intent of the objectives is not understandable at all; ties to content standards and rationales are unclear or non-existent	No objectives were provided
E Assessment Plan	Plans for pre-, formative, and post-assessment are clearly described and appropriate	Plans for pre-, formative, and post-assessment are clearly described and mostly appropriate	Plans for pre-, formative, and post-assessment are somewhat incomplete; and/or assessments are somewhat inappropriate	Plans for pre-, formative, and post-assessment are incomplete and somewhat inappropriate	Plans for pre-, formative, and post-assessment are very incomplete and inappropriate
F Plan for methods, materials, and activities	Plans are clearly stated and are very appropriate for the objectives	Plans are clearly stated, and are somewhat appropriate for the objectives	Plans are somewhat unclear or incomplete, and are somewhat appropriate for the objectives	Plans are unclear and incomplete; their appropriateness for the objectives is questionable	Plans are very unclear and/or incomplete; their appropriateness for the objectives is questionable
G Assessment results	Pre- and post-assessment results for individuals and the group are very clearly presented and compared in chart form	Pre- and post-assessment results for individuals and the group are presented and compared in chart form	Pre- and post-assessment results for individuals and the group are presented in chart form but comparisons are difficult to make	Presentation of pre- and post-assessment results is incomplete. Not all results are presented for individuals or groups.	There are no assessment results presented
H Evidence of student learning	Most or all students made good progress toward meeting the objectives	Most or all students made some progress toward meeting the objectives	Several students made minimal progress toward meeting the objectives	A few students made minimal progress toward meeting the objectives	Students did not make progress toward meeting the objectives
I Reflection	All points covered <u>in depth</u>	All points covered, most in depth	All points covered, but little depth	Not all points covered, some or none covered in depth	No reflection submitted

Total points possible: 84 Your point total: _____

Assessment (check one):

Unacceptable (0-33 pts) Emerging (34-74 pts) Proficient (75-80 pts) Exemplary (81-84 pts)

Comments (continue on reverse)

Standard Lesson Plan Format: Directions**Title of Lesson:** _____**Subject Area:** _____ **Grade Level:** _____**Date:** _____ **Period:** _____

- I. Goal/s:** Make one or more broad, general, visionary statement/s (not specific behavioral objectives) that describe your learning goal/s for this lesson. What is it you want students to learn and remember about this lesson – weeks, months and years from now? This is the essence of your lesson. (Discuss the goal of the lesson with the students)
- II. Relevant Standards/Benchmarks/Indicators:** Reference specific standards, benchmarks, indicators from state, district, and professional association documents. Reference your own specific, personal, professional goals for this lesson.
- III. Behavioral Objectives:** Write these in bullet point form, using Bloom’s Taxonomy. Indicate cognitive, affective and/or psychomotor behavioral objectives. Be sure the objectives are observable and measurable. Start your objectives with statements like, “Students will be able to...” Objectives **must** be measurable so the intern might collect data regarding the effectiveness of the lesson.
- IV. Materials:** List the materials that you and your students will use during the lesson (e.g., textbooks, overheads, color chalk, etc.)
- V. Pre-Requisite Knowledge:** List knowledge students will need from previous lesson to enable them to understand the content of this lesson and/or successfully complete the activity planned.
- VI. Procedures:** Identify how you will carry out the following parts of your lesson.
 - a. Set Induction – Grab student interest by using motivational strategies, stating expectations, reviewing information, creating scenarios, etc. The purpose of this segment of the lesson is to help students access and use prior knowledge and understand the cognitive framework they will develop.
 - b. Development – Explain (1) the content, concepts and/or skills that will be developed during this lesson and (2) the sequence of activities that the students will undertake to engage themselves with the material. Third (3), justify your choice of activities by articulating how they will enhance student learning of the material.
 - c. Questions – List the questions you will ask (either in writing or orally) to clarify student knowledge, extend their understandings, and develop their reasoning. Try to build from concrete to more abstract questioning, helping students to understand concepts and build generalizations. Be sure to ask for reasoning, examples and clarification. Do not hesitate to use higher order questions.
 - d. Closure – How will you find a way out of this lesson or activity? Explain how this is a natural closure for this lesson.
 - e. Assessment – Summarize the daily and long-term assessment for this lesson. Is it being used: (a) to assess student knowledge? (b) to motivate students to learn? (c) to evaluate student knowledge? and/or (d) to determine the focus of the next lesson/s or unit? Explain how your assessment will give you the information you are seeking. List items that could be used as review or test items. These items should connect with the learning goals(s) and specific objectives. How does this assessment method ensure the students have learned the material and not guessed?

Assessment is an area in which many new teachers struggle. Teachers must be able to rely on collected data, usually through assessment, to guide their future lessons. Formative assessments, those conducted as a part of each lesson plan, should be implemented on a daily basis. Summative assessments, those conducted at the end of a unit to indicate student mastery, should be implemented when students have successfully navigated the summative assessments. A good teacher will use formative assessments as an indicator of students learning the material as well as the effectiveness of the teaching before moving on to the summative assessment. While many new teachers might assume the word assessment refers to a test or quiz, there are many other methods for collecting relevant data that indicates mastery.

VII. Follow up: What will take place during subsequent lessons that extend this lesson? State any homework assignment or other activities that were used to reinforce information or skills developed in this lesson. How will you assess what was learned in the future?

VIII. Reflective Self-Evaluation: Ask yourself one or more open-ended and reflective questions. Critically assess the procedures of the lesson and the appropriateness of the materials used. Consider your delivery or “presence” in the classroom and ways to improve these. Is there a tension between what you believe should work “in theory” and how it worked “in practice”? What was the strongest part of the lesson? What would you change? How did the students react to the lesson? Be able to tell one thing you could do to ensure learning.

IX. College or Licensure Program Outcomes Addressed

Standard Lesson Plan Format

Title of Lesson: _____

Subject Area: _____ **Grade Level:** _____

Date: _____ **Period:** _____

Note: If you need more space, please use the back or attach an additional sheet and label accordingly.

I. Goal/s:

II. Relevant Standards/Benchmarks/Indicators:

III. Behavioral Objectives:

IV. Materials:

V. Pre-Requisite Knowledge:

VI. Procedures: Identify how you will carry out the following parts of your lesson.

- a. Set Induction –
- b. Development –
- c. Questions –
- d. Closure –
- e. Assessment –

VII. Follow up:

VIII. Reflective Self-Evaluation:

IX. College or Licensure Program Outcomes Addressed

Intern Observation and Formative Assessment Form – General

Intern:	Click here to enter text.	Date of Lesson:	Date	Date of Post-Conference:	Date
School:	Click here to enter text.	Grade Level/Subject:	Click here to enter text.		
Mentor/CTE:	Click here to enter text.	Supervisor:	Click here to enter text.		
Completed by:	Choose an item.	Observation #:	Choose an item.		

Performance Levels: Exemplary (E) Proficient (P) Emerging (M) Unsatisfactory (U) Not attempted
Scores: 4 3.5 3 2.5 2 1 0

Note: All items must be scored for each observation using the available evidence for sub-items.

Domain A. Organizing Content Knowledge for Student Learning Primarily completed prior to observation using lesson plan		Score	Comments
A1.	Use of student background information for planning instruction <ul style="list-style-type: none"> Plans relate to intern's knowledge of students. Plans accommodate for needs of English language learners and students with exceptionalities. Plans vary instruction based on students' background. Plans demonstrate cultural competence by incorporating instructional content, resources, and strategies that are responsive to cultural, linguistic, and gender differences. 	Score	Is plan readily available for mentor and supervisor? <input type="checkbox"/> Yes <input type="checkbox"/> No Click here to enter comments. 3 comments minimum per domain; highlight effective practices and provide specific suggestions for improvement.
A2.	Instructional goals and objectives <ul style="list-style-type: none"> Plans establish clear goals. Plans establish measurable objectives. Goals and objectives relate to varied learning styles. Goals and objectives establish appropriate expectations for all students. Goals and objectives relate to Ohio Academic Content Standards and are aligned with school curriculum. 	Score	
A3.	Content of instructional plans <ul style="list-style-type: none"> Plans demonstrate correct sequencing of subject matter. Plans demonstrate accurate content knowledge. Plans demonstrate cross-disciplinary connections where appropriate. 	Score	
A4.	Structure of planned activities and materials <ul style="list-style-type: none"> Structure of lesson is developmentally appropriate for students and subject matter. Activities and materials match with identified instructional goals. Activities and materials are appropriate for students' diverse needs and characteristics. 	Score	
A5.	Assessment <ul style="list-style-type: none"> Plan includes varied assessment strategies to measure the achievement of instructional goals and objectives. Assessment strategies are appropriate for students. 	Score	

Domain B. Enhancing the Learning Environment Primarily completed using notes from the observation		Score	Comments
B1.	Fairness to students <ul style="list-style-type: none"> Intern establishes a climate of courtesy and respect Intern makes eye contact with students. Intern shows impartiality by involving all students. 	Score	Click here to enter comments. 3 comments minimum per domain; highlight effective practices and provide specific suggestions for improvement.
B2.	Rapport with students <ul style="list-style-type: none"> Intern expresses interest in students and knows students' names. Intern shows enthusiasm and appropriate tone. Intern establishes positive rapport with students. 	Score	

B3.	Challenging expectations for learners <ul style="list-style-type: none"> • Intern encourages students to ask questions. • Intern provides students with choices in learning. • Intern encourages students to pursue further learning. 	Score		
B4.	Classroom management skills <ul style="list-style-type: none"> • Intern states specific, appropriate expectations for classroom behavior and states reasons for expectations. • Intern applies rules consistently and fairly. • Intern maintains students' attention throughout the lesson. • Intern promotes positive behavior. 	Score		
B5.	Physical environment <ul style="list-style-type: none"> • Intern maintains a safe learning environment. • Intern enhances student learning with bulletin boards/displays of student work. • Intern uses space and materials to vary physical environment to meet students' needs and instructional goals. 	Score		
Domain C. Teaching for Student Learning Primarily completed using notes from the observation		Score		Comments
C1.	Communicating goals and procedures <ul style="list-style-type: none"> • Intern makes goals and objectives clear to students. • Intern makes instructional procedures clear to students. 	Score		Click here to enter comments. 3 comments minimum per domain; highlight effective practices and provide specific suggestions for improvement.
C2.	Communicating content <ul style="list-style-type: none"> • Intern conveys content clearly and accurately. • Intern uses correct language, spelling, and syntax in verbal and written explanations of content. • Intern clarifies content for students having difficulty understanding. 	Score		
C3.	Structure and sequence of instructional activities <ul style="list-style-type: none"> • Intern uses lesson structure and sequence that is developmentally appropriate for students and subject matter. • Intern uses a variety of individual and collaborative learning activities to achieve learning goals. • Intern uses appropriate manipulatives and instructional materials to support student learning. • Intern uses appropriate available technology to support student learning. • Intern provides appropriate adaptations for English language learners and students with exceptionalities. 	Score		
C4.	Extending student thinking <ul style="list-style-type: none"> • Intern structures specific learning activities that encourage students to extend their thinking. • Intern recognizes and uses opportunities to help students extend their thinking. • Intern uses questioning and other interaction strategies to foster students' understanding and to stimulate creative and critical thinking. • Intern allows sufficient wait-time for student response to questions. 	Score		
C5.	Assessing student understanding <ul style="list-style-type: none"> • Intern uses questioning and a variety of other appropriate assessment strategies to gauge student learning. • Intern correctly interprets students' verbal and non-verbal cues for levels of understanding. • Plan includes varied assessment strategies to measure the achievement of instructional goals and objectives. • Assessment strategies are appropriate for students. 	Score		
C6.	Use of assessment <ul style="list-style-type: none"> • Intern keeps written documentation of assessments to track student learning over time. • Intern adjusts instruction/activities based on formative assessment and uses teachable moments to meet students' needs. • Intern monitors students and gives them substantive feedback. • Intern uses evaluation results in planning future instruction. 	Score		

C7.	Use of time <ul style="list-style-type: none"> • Instructional materials are ready prior to the lesson. • Intern uses routines and procedures to maximize instructional time. • Intern paces the lesson appropriately for the students and content. • Intern makes smooth transitions between instructional activities to maximize instructional time. 	Score	
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Domain D. Professionalism Primarily completed after the observation, based on feedback from mentor teacher in conversation with the intern and mentor teacher. NOTE: Scores in this domain reflect cumulative performance in each indicator and are averaged independently of the the observation score.		Score	Comments
D1.	Reflection and professional development <ul style="list-style-type: none"> • Intern uses self-reflection to recognize and correct weaknesses. • Intern reflects on student achievement of the learning goals. • Intern uses feedback from prior observations to improve instruction. 	Score	Click here to enter comments. 3 comments minimum per domain; highlight effective practices and provide specific suggestions for improvement.
D2.	Completion of work in the field <ul style="list-style-type: none"> • Intern follows school policies to maintain accurate student records and grades. • Intern performs assigned professional duties in the classroom. • Intern demonstrates initiative in getting involved in the classroom and working with the mentor. 	Score	
D3.	Collaboration <ul style="list-style-type: none"> • Intern requests professional assistance from appropriate sources. • Intern establishes professional rapport with mentor and supervisor. • Intern maintains appropriate oral and written communication with families. 	Score	
D4.	Professional habits in the field <ul style="list-style-type: none"> • Intern follows school policies. • Intern displays dispositions listed on the CSU List of Student Dispositions (including punctuality, attendance, and appropriate appearance) in the field. • Intern participates in additional contractual teacher obligations as required by the experience (planning meetings, faculty meetings, parent-teacher conferences, professional development activities, school functions). • Intern uses appropriate vocabulary and correct grammar/punctuation in verbal and written communication. 	Score	
D5.	Professional habits in seminar <ul style="list-style-type: none"> • Intern displays dispositions listed on the CSU List of Student Dispositions (including punctuality, attendance, and active participation) in the seminar and with the supervisor. • Intern completes all assignments and submits written work, including portfolio artifacts, in a timely fashion as assigned by supervisor, seminar leader, or mentor teacher. • Intern uses appropriate vocabulary and correct grammar/punctuation in verbal and written communication. 	Score	

Specific Comments

Provide a brief summary of the lesson and include 2-4 suggestions for the intern to consider for the next lesson.

	Domain A	Domain B	Domain C	Observation Overall	
Domain A-C Averages	0.00	0.00	0.00	0.00	To calculate averages, highlight both tables and press F9.

Domain D Average	0.00
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Intern signature (indicating receipt of copy, not agreement): _____
 Observer signature (indicating receipt of copy, not agreement): _____
 Date: _____

The complete formal observation record must contain the following written materials:

- Intern’s written lesson plan (copies of handouts or assessments not required)
- Intern Observation and Formative Assessment Form—completed by observer, signed and dated by intern and observer
- Observation Follow-up Form—completed by intern

Observation Follow-up Form

Intern:	Click here to enter text.	Date of Lesson:	Date	Date of Post Conference:	Date
School:	Click here to enter text.	Grade Level/Subject:	Click here to enter text.		
Mentor/CTE:	Click here to enter text.	Supervisor:	Click here to enter text.		
Completed by:	Choose an item.	Observation #:	Click here to enter text.		

Use the questions on this form during the post-observation conference between the intern and observer. The intern must complete and submit the form to the supervisor within two days of the date the lesson was taught, regardless of when the post-observation conference is held. This follow-up form must be included as part of in the official observation record.

Question	Answer
Reflection on the Lesson	
1. Since your last observation, how have you made progress on your Growth Goal? Give specific evidence (Observations 2-4 only).	Click here to enter text.
2. In what ways were your methods, activities, and materials effective? How do you know that?	Click here to enter text.
3. Did you do anything during the lesson that was not on the lesson plan? If so, what did you do differently, and why?	Click here to enter text.
4. Did your lesson engage all students for the whole time? Why or why not?	Click here to enter text.
5. To what extent did students learn what you intended? How do you know?	Click here to enter text.
6. If you were going to teach this lesson again to the same students, what would you keep the same? What would you do differently? Explain.	Click here to enter text.
Planning Ahead	
7. Based on today's lesson, what do you plan to do next with the class?	Click here to enter text.
8. How will use the information from your assessments of the students to plan future lessons?	Click here to enter text.
9. Select one indicator from the Observation Form as a Growth Goal. List specific steps you will take to make growth in this indicator before the next observation.	Click here to enter text.

Office of Field Services Intern Field Experience Record and Evaluation Form

Intern:		Experience (PR/ST)		Semester and Year	
School:		Grade Level/Subject:			
Completed by (print name and check role):	___ Supervisor ___ Mentor ___ CTE				

Performance Levels: Exemplary (E) Proficient (P) Emerging (M) Unsatisfactory (U) Not attempted
 Scores: 4 3.5 3 2.5 2 1 0

Observations:

	Date	Domain A	Domain B	Domain C	A-C Avg	Domain D	Intern and observer initial to indicate receipt of observation write-up
#1							Intern: _____ Observer: _____
#2							Intern: _____ Observer: _____
#3*							Intern: _____ Observer: _____
#4*							Intern: _____ Observer: _____

*All mentors (except CTEs) only complete two observations.

Date of Initial Visit		Midterm Triad Date		Date of Final Triad	
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	7 week	15 week		7 week	15 week
Absences			Tardies /Early Dismissal (not including seminar)		

	7 week	15 week		7 week	15 week
Missed/Late Assignments (list)			Weak or Unacceptable Assignments (list)		

Cumulative Domain Scores:

	7 week	15 week		7 week	15 week		7 week	15 week		7 week	15 week
A1.			B1.			C1.			D1.		
A2.			B2.			C2.			D2.		
A3.			B3.			C3.			D3.		
A4.			B4.			C4.			D4.		
A5.			B5.			C5.			D5.		
A6.*			B6.*			C6.			D6.		
A7.*			B7.*			C7.			D7.		
A8.*			B8.*			C8.*			D8.*		
A9.*			B9.*			C9.*			D9.*		
A10.*			B10.*			C10.*			D10.*		
A11.*			B11.*			C11.*			D11.*		
A12.*			B12.*			C12.*			D12.*		

*Licensure-specific items. Depending on licensure, these fields may be left blank.

Midterm Evaluation (student teaching and practicum interns get a numeric grade at midterm):

Grade (circle one): A (4.0) A- (3.7) B+ (3.3) B(3.0) B-(2.7) C+(2.3) C(2.0) D(1.0) F(0.0)

Strengths	Goals for Second Half of Semester

Intern Date Supervisor Date Mentor Teacher/CTE Date

Final Evaluation (practicum interns receive a grade; student teaching interns are satisfactory or unsatisfactory):

Practicum Grade (circle one): A (4.0) A- (3.7) B+ (3.3) B(3.0) B-(2.7) C+(2.3) C(2.0) D(1.0) F(0.0)

Student Teaching Grade (circle one): Satisfactory Unsatisfactory

Strengths	Areas for Continued Professional Growth

Intern Date Supervisor Date Mentor Teacher/CTE Date

Check here if nominated for Outstanding Student Teacher (top 20%): _____

Office of Field Services Concern Conference Record

Intern: _____ **ID:** _____ **Date of Conference:** _____

Practicum **Student Teacher** **Undergraduate** **Graduate** **Licensure Program:** _____

Does intern have a FLAG Form on file in Student Services? Yes No

Initiator of Conference:

Supervisor: _____ Mentor(s): _____
Intern: _____ OFS Staff: _____
Other: _____

Area(s) of Concern:

Professional Relationships

Intern-Supervisor and/or OFS Staff Intern-Mentor Teacher(s) Intern-Peer(s)
Intern-Students Intern-Other: _____

Professional Responsibilities

Meeting Field Obligations Lesson Planning Lesson Delivery
Low Assessment Scores Classroom Management Lack of initiative
Attendance/Tardiness Meeting Syllabus Requirements Disposition(s): _____

Professional Competency

Content Knowledge Skills: _____
Clinical Experience Oral/Written Expression

Brief Explanation of Problem:

Planning and Progress Chart

Objective	Objective Met

Signatures:

OFS Staff: _____ Intern: _____
Mentor Teacher: _____ Supervisor: _____
Other: _____

Codes and Policies

National Education Association Code of Ethics

The preamble and the two major principles of the National Education Association's Code of Ethics follows:

Preamble

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 the nurture of the 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.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of interns, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

Principle I - Commitment to the Student

The educator strives to help each intern realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- Shall not unreasonably restrain the student from independent action in the pursuit of learning.
- Shall not unreasonably deny the student's access to varying points of view.
- Shall not deliberately suppress or distort subject matter relevant to the student's progress.
- Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- Shall not intentionally expose the student to embarrassment or disparagement.
- Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
 - Exclude any student from participation in any program.
 - Deny benefits to any student.
 - Grant any advantage to any student.
- Shall not use professional relationships with students for private advantage.
- Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II - Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons. In fulfillment of the obligation to the profession, the educator:

- Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
- Shall not misrepresent his/her professional qualifications.
- Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
- Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
- Shall not assist a non-educator in the unauthorized practice of teaching.
- Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
- Shall not knowingly make false or malicious statements about a colleague.
- Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

(Adopted by the NEA 1975 Representative Assembly)

CSU Academic Misconduct Policy

Cleveland State University's academic misconduct policy is published in the student handbook, available in Student Life, UC 102 or online at www.csuohio.edu/student-life/student_handbook. Appropriate action for alleged instances of cheating or plagiarism should be determined by the faculty member in accordance with the circumstances. The faculty member should be in the best position to determine what action to take when instances of academic misconduct occur. With the interest of the student in mind, she or he would, in any case, tend to avoid elaborate procedures for hearing evidence and determining the penalty as specified in the penalty section. The vast majority of academic misconduct incidents can be resolved in this way with the student satisfied that she or he has received just treatment. In those few instances where the student disagrees with the charge the instructor or a fellow student made or with the penalty imposed, the disagreement will ordinarily be resolved through the normal academic channels of the department chairperson and dean. The student, in any case, has the right to a hearing and resolution of the matter before the Academic Misconduct Review Committee (hereafter referred to as the Review Committee).

a. Procedure

1. At the time of the incident, the faculty member weighs the evidence and determines or recommends the appropriate penalty as specified in the penalty section of the University Academic Misconduct Policy, except in case of academic suspension. Academic suspension shall only be invoked by the Review Committee.
2. If the student feels she or he is innocent of the charge or is being unreasonably penalized, the first redress is to the chairperson of the department in which the course is offered. The matter may be resolved at this level through informal discussion with both faculty member and student presenting their cases.
3. If no decision can be agree upon, the issue shall be submitted by any or all of the parties concerned, in writing, to the dean of the college in which the course is offered. The dean will hear both the faculty member and the student and suggest action she or he judges to be reasonable.
4. If at any of the above points it is adjudged that academic misconduct has taken place and a penalty is imposed, such information shall be reported to the student by mail, to the college in which the student is enrolled, and to the University Registrar. An entry will be made on the student's permanent record that the student has been disciplined or suspended for academic misconduct. Any such notation shall remain on the permanent record for a period of three years from the date of entry or until the student's graduation, whichever comes earlier. Thereafter, the entry is to be removed from the student's permanent record, from any existing copies thereof, and from all student files in which the notation may have been placed, provided that the student has not been found guilty of a second instance of academic misconduct.
5. If after such prior proceedings the student or faculty member is dissatisfied with the findings, the penalty, or the nature of the notation in the student's file, the student or faculty member may, within 20 days of the mailing to the student of the copy of the file notation, petition the Review Committee for a hearing. Neither the finding of misconduct nor the penalty previously suggested or imposed shall in any way limit the options available to the Review Committee, and the hearing shall be in the nature of a de novo proceeding. If the Review Committee determines that no violation occurred, the notation placed in the file shall be removed and destroyed. If it finds that a violation has occurred, it shall impose the appropriate penalty as specified in the penalty section of the University Academic Misconduct Policy.
6. These rules shall not be applicable to professional schools at the graduate level that have adopted misconduct codes of their own which are consistent with high academic principles and the

standards of their profession or its accreditation organization.

b. Academic Misconduct Review Committee

The Review Committee is a standing committee of two faculty members elected at large by the faculty, drawn from the entire University faculty, and one student member of the University Judiciary, elected by the members of that body. The Review Committee shall adhere to the following procedures:

1. In any matter brought before it the Review Committee, with due notice, shall hear the matter. The student charged shall have the right to be present, with or without counsel, and to examine all evidence and witnesses. The hearing will be closed to the public unless the student specifically requests in writing that it should be open.
2. In all matters of academic misconduct brought before the Review Committee, a Committee finding that a violation has occurred must be supported by clear and convincing evidence.

c. Penalties

The penalties listed in Item (3) and (4) of this section and the basis for invoking these penalties are to be considered in the nature of guidelines for the instructor so that uniformity can be achieved throughout the University in dealing with academic misconduct. These are the maximum penalties that may be imposed.

1. Suspension from the University for a period of no less than one quarter and not to exceed three quarters:
 - a. Having someone else take an examination for a student, taking an examination for a student, submitting a term paper or term project written by someone else, or writing a term paper, or preparing a term project to be submitted by someone else.
 - b. Burglary resulting in the theft of an examination.
 - c. Any second instance of academic misconduct as defined.
 - d. A second violation involving theft, attempted theft, or willful mutilation of library materials. Such second violations shall be subject to the action of the Review Committee and not come under the jurisdiction of the University Judiciary Committee as violations of the student code. A student shall be suspended from the University only by the Review Committee after consultation with the college in which the student is enrolled.
2. A second suspension may result in dismissal from the University by the Review Committee.
3. "F" in the course.
 - a. Cheating or contributing to cheating on a comprehensive examination including the final.
 - b. Plagiarism or cheating involving a term paper, a term project, or submission of a term paper written by somebody else.
 - c. Unauthorized giving or receiving of a copy of the examination questions.
 - d. Tampering with other students' examinations, reports, or projects.
 - e. Any second instance of academic misconduct. (Note: This penalty is in addition to the penalty of suspension from the University.)
4. "F" on a quiz or written assignment.
 - a. Cheating on a test other than on a comprehensive examination.
 - b. Plagiarism or cheating on a written assignment (including laboratory reports) other than a term paper or term project.

Student Rights

As a public institution of higher education, Cleveland State University seeks to advance knowledge, promote scholarship and create an environment conducive to the intellectual and personal growth and development of all its students. In keeping with these aims, the University recognizes the following rights of students:

- Nondiscrimination- Students have the right to be free from discrimination on the basis of race, color, religion, sex, sexual orientation, national origin, ancestry, age, disability or veteran's status.
- Freedom of Expression- Students have the right of expression to the extent permitted by law and University regulations as summarized in the University Handbook and Student Handbook.
- Freedom of Assembly- Students have the right to assemble, provided that the operation and functioning of the University is not disrupted, the movement of individuals is not restricted and the activity complies with applicable laws, statutes, University Rules and Regulations.
- Due Process - Students have the right to be treated in an impartial and judicious manner by the University, as provided for by law and the University's policies and regulations.
- Participation- Students have the right to establish and elect a democratic student government, to organize and join student organizations, and to be selected or appointed as members of appropriately designated University committees, in accordance with University regulations and procedures.
- Redress of Grievances - Students have the right of access to copies of University regulations directly affecting them and to petition for the redress of grievances, within the University's grievance procedures.

All of the above rights can be exercised only in accordance with University regulations and federal, state and local laws, statutes, rules and regulations.

HOW CAN I MAKE A JUDICIAL COMPLAINT?

WHO HEARS CASES AND APPLIES SANCTIONS?

Students accused of violating the code are given the right to answer to any formal charges during an impartial hearing. They are given the option between an Administrative hearing or a University Judicial Board hearing. The Administrative hearing is conducted by the Student Conduct Officer who is appointed by the Provost. The University Judicial Board hearing is conducted by seven students elected by the student body and two faculty members appointed by Faculty Senate. The President of the University has delegated the authority of these two entities to apply sanctions suitable for each case that warrants sanctioning.

WHAT TYPE OF RECORDS ARE KEPT?

Student conduct records are included as part of the academic record. The initial charge letter and all correspondences to the student are the initial records added to the file. Subsequent records would be materials submitted for the hearing and the tape recording of the hearing. All student conduct records are kept on file within the Office of Judicial Affairs and protected by FERPA (Federal Educational Rights Privacy Act).

<http://www.csuohio.edu/offices/ist/technologypolicies/UniversityInformationandTechnologyResourcesGeneralPolicy.pdf>

Alternate Child Abuse and Neglect Recognition and Prevention Training Opportunities

Students: Below find information about local agencies/centers that offer child abuse training. You must contact the agency to find information about schedules and cost. Please check with [ESSC \(Education Student Service Center\)](#) for specific requirements regarding what is needed for teacher licensure.

* **American Red Cross**

3747 Euclid Avenue, Cleveland, OH 44115 216.431.3010

Website: <http://www.redcross-cleveland.org/courses/default.asp>

Click on specific course.

* **Cleveland Catholic Diocese**

Various locations throughout Cleveland area. 216.696.6525

Website:

<http://www.clevelandchildprotection.org/website/virtus.html>

* **Early Childhood Professional Development Institute**

Sponsored by Starting Point

Cleveland State University – Main Classroom Bldg. 216.575.0061 x 310

Website: <http://www.starting-point.org/train.html>

Under “Caregiver Training Calendar,” click on the county in which you want to attend training.

* **Bellflower Center**

11811 Shaker Blvd. #220, Cleveland, OH 44120 216.229.2420

Website: <http://www.bellflowercenter.org/Recognition.html>

* **Polaris Career Center**

7285 Old Oak Blvd, Middleburg Hts, OH 44130 440.891.7600

Website: <http://www.polaris.edu/ADULT%20EDUCATION/ChildCare.html>

Click on bottom of page where it says “Click HERE for a list of Spring 2008 child care courses.”

* **Childcare Resources, Inc.**

800.728.6446

Website: <http://www.childcaretraining.org/>

Check the website for the Course Catalog to see if the online course (It Shouldn't Hurt to Be a Child: Child Abuse and Neglect Reporting) is currently running

* **Boy Scouts of America--Online Youth Protection Training**

Website: <http://myscouting.org/>

You will need to create a new account with the Boy Scouts to take this free online course