



College of Education & Human Services

University Supervisor
and
Cooperating Teacher
Handbook

Office of Partnerships & Field Experiences

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Wright State University

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Dear Colleague,

Thank you for your willingness to assist in preparing educators of the future by mentoring Wright State University (WSU) Teacher Candidates. The field experiences that Teacher Candidates have are crucial to their preparation as future teachers. You have been selected as a supervisor because of your experience, your strong dedication to the teaching profession, your knowledge of state and national education standards and effective teaching strategies, your high level of professional ethics, and, of course, your willingness to guide the progress of our WSU teacher candidates. We deeply appreciate the time, energy and expertise you provide.

This handbook was compiled to assist Supervisors and Cooperating Teachers in evaluating Teacher Candidate performance during all levels of field experiences and is based on national, state and CEHS expectations, as well as on specific content area (language arts, math, social studies, science, music, art, world languages, TESOL, early childhood, health and physical education). Various forms are presented that you will be completing as a University Supervisor or Cooperating Teachers.

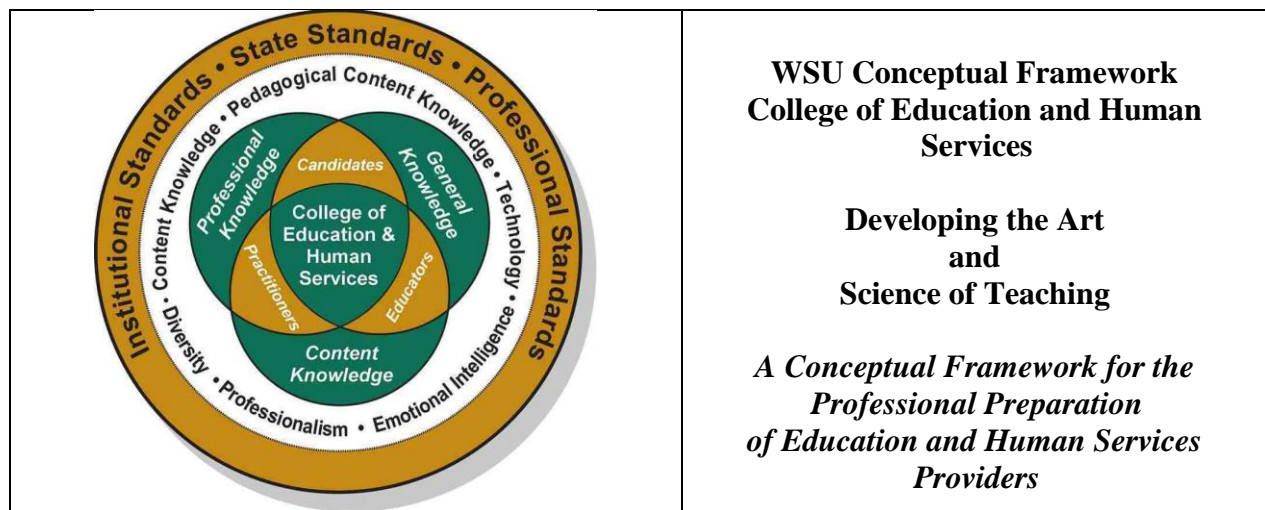
Please take a few moments to review what is contained here; much of it is new and/or revised, based on input from supervisors, cooperating teachers, WSU faculty, Teacher Preparation Standards, and data gathered from the experience of those working in OPFE.

Our office mission is “to foster the development of superior educators who effectively impact all students’ learning through quality practicum experiences.” With your help, we are making every effort to do so. So again, thank you!

Please feel free to call whenever you have questions at (937) 775-2107.

Sincerely,

Colleen A. Finegan, Ph.D.
Associate Dean for Partnerships and Field Experiences



Content Knowledge (Strand 1)

Teacher candidates and candidates for professional roles are knowledgeable in their chosen fields.

This strand represents our commitment to assuring professional educators/leaders/counselors and candidates are knowledgeable in their chosen fields and can impart this knowledge to help all students/clients learn, achieve goals, or change behaviors. This knowledge is not limited to known and existing information, but includes the ability to generate and understand innovations in the field, and the possession of the skills and dispositions necessary to remain current in the field. Content Knowledge includes a broad general foundation in the arts and sciences, as well as a depth of knowledge appropriate for each level of expertise in a specific field. Content Knowledge is essential for critical thinking and problem solving in a professional role.

Content Knowledge interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Content Knowledge is necessary to make appropriate pedagogical and/or clinical decisions based upon one's knowledge of diverse groups, of technological applications to support learning of behavior change, of emotional intelligence to establish rapport and communicate effectively, and of the qualities and dispositions of a professional educator/leader/counselor.

Pedagogical Content Knowledge (Strand 2)

Teacher candidates and candidates for professional roles demonstrate appropriate pedagogical/clinical content knowledge to help all students/clients learn or achieve goals.

This strand represents our commitment to assuring professional educators/leaders/counselors and candidates are knowledgeable and able to integrate knowledge of human development, behavior and learning, curriculum, classroom management, and content-appropriate strategies to provide effective intervention, instruction and/or assessment to all students/clients. Pedagogical Content Knowledge is the ability to contextualize classroom practice or clinical practice based upon knowledge of how people learn/change in a particular content area and how that learning or change can best be facilitated. Professional educators/leaders/counselors and candidates should be able to demonstrate pedagogical content knowledge by anticipating and recognizing common misconceptions, typical misunderstandings, and developmentally appropriate responses to instruction or clinical practices and assessment for the content area.

Pedagogical Content Knowledge interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Pedagogical Content Knowledge is necessary to make appropriate pedagogical decisions based upon complex interconnections with the other strands. Pedagogical Content Knowledge interacts with pedagogical knowledge to develop content appropriate instruction and assessment in the context of understanding the diversity of students'/clients' backgrounds, experiences, motivations, learning styles, abilities and interests. Other interactions include the potential for technology to broaden the scope of readily accessible knowledge and enhance instruction, behavior change, the impact of emotional intelligence on knowledge acquisition, and the professional qualities and [dispositions of the educator](#)/leader/counselor.

Diversity (Strand 3)

Teacher candidates and candidates for professional roles are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings.

This strand represents our commitment to assuring educators/leaders/counselors and candidates are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings. This strand includes valuing diversity as socially and culturally beneficial, appreciating the contributions of diverse populations, understanding how to adapt personal responses and professional practices in different contexts, and supporting equitable access and outcomes for all populations.

Diversity interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Diversity is an important component in framing content knowledge, delivering services to meet individual needs, making pedagogical decisions and applying technology to facilitate learning. Diversity is fused with the development of Emotional Intelligence and Professionalism to facilitate sensitive and respectful communication in all settings.

Technology (Strand 4)

Teacher candidates and candidates for professional roles apply appropriate technology to add value to the learning/leadership/clinical process.

The technology strand represents the Unit's commitment to assuring professional educators/leaders/counselors and candidates are knowledgeable and able to make thoughtful, appropriate applications of technology to add value to the learning process, to determine the essential conditions for effective use, and to understand its powerful role in shaping individual lives and society.

Technology interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Technology is an important component in making appropriate content and pedagogy decisions related to appropriate assignments and activities, research requirements, and information technology literacy requirements. Technology can support the application of emotional intelligence to enhance student learning and client outcomes for diverse populations through innovative options for instruction and assessment. Technology can also support professionalism by facilitating productivity, planning, and administrative functions.

Professionalism (Strand 5)

Teacher candidates and candidates for professional roles understand and demonstrate the qualities and dispositions of professionals.

This strand represents our commitment to assuring educators/leaders/counselors and candidates understand and demonstrate the qualities and [dispositions of professionals](#). Professionalism is demonstrated through communication and collaboration skills evidenced in interactions with other professionals, community members, students, clients, and families. Team building and the principles of lifelong learning are included in the shared values of education and human services professions.

Professionalism interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Professionalism is an important component in guiding content knowledge applications and pedagogy decisions, communicating effectively with technology, appropriately demonstrating the five emotional intelligence attributes (as listed below), and in engaging in relationships with diverse populations or in diverse settings.

Emotional Intelligence (Strand 6)

Teacher candidates and candidates for professional roles develop Emotional Intelligence and are cognizant of its significance as a positive disposition in teaching, leadership, learning, counseling, and adjusting in life.

Our faculty identified Emotional Intelligence as a critical disposition in the development of our candidates. This strand represents our commitment to assuring professional educators/leaders/counselors and candidates develop Emotional Intelligence and are cognizant of the significant role Emotional Intelligence plays in effective teaching, learning, and adjusting in life. Emotional Intelligence includes:

- An awareness of one's own emotions and the emotions of others (competence)
- Constructively expressing and controlling feelings (self-regulation)
- A recognition that life is full of choices and each person is responsible for his or her decisions and actions (motivation)
- The ability to take the perspective of others (empathy)
- Listening to others, understanding others, interpreting guidelines for social relationships, and cooperating as a team member (social skills)

Emotional Intelligence interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Emotional Intelligence is an important component in learning and guides professional practice in selecting content, pedagogy/techniques, and technology to facilitate learning and/or behavior change/growth for diverse populations.

University Supervisor

University Supervisors represent the university during all WSU field experiences. Their responsibilities include assisting and counseling teacher candidates through school site visits, formal and informal observations, and collaborative conferencing with the Cooperating Teacher(s). They should adhere to the supervision timelines located in the *University Supervisor and Cooperating Teacher Handbook*.

University Supervisors conduct observations and discuss the results with the Teacher Candidate, offering suggestions that assist the Teacher Candidate to improve their teaching skills and classroom experience.

University Supervisors regularly meet with Cooperating Teachers to discuss the Teacher Candidate's progress and to alert OPFE to any potential need for intervention. University Supervisors are available for Concern Conferences when necessary.

University Supervisors complete all documentation on Tk20 by the due dates. Phase specific responsibilities and timelines are detailed in the *University Supervisor and Cooperating Teacher Handbook*.

Cooperating Teacher

Cooperating Teachers provide the classroom environment and experience for the Teacher Candidate. They must be certified by the State of Ohio in the content area and have three years of successful teaching in that area.

Cooperating Teachers collaborate with the University Supervisor and with the Teacher Candidate in order to properly prepare the Teacher Candidate for a success career in classroom teaching. They regularly meet with the University Supervisor to discuss the Teacher Candidate's progress and to alert OPFE to any potential need for intervention.

Cooperating Teachers conduct observations and discuss the results with the Teacher Candidate, offering suggestions that assist the Teacher Candidate to improve their teaching skills and classroom experience.

Cooperating Teachers complete all documentation on Tk20 by the due dates. Phase specific responsibilities and timelines are detailed in the *University Supervisor and Cooperating Teacher Handbook*.

Teacher Candidate

Teacher Candidates act in a professional, cooperative and courteous manner while complying with the school district's rules and building procedures. They adhere to the Cooperating Teacher's contractual hours unless other arrangements are requested and approved, such as when candidates must attend required classes.

Teacher Candidates are punctual and reliable in fulfilling their responsibilities to the Cooperating Teacher and the students. Teacher Candidates arrive at the placement site prepared to take up the role they are assigned for that term and operate in that role for the period of time scheduled. If unable to attend their placement, Teacher Candidates contact the Cooperating Teacher, Supervisor *and* the Office of Partnerships and Field Experiences (OPFE) prior to the beginning of the school day. Teacher Candidates meet and fulfill all WSU requirements and expectations for the field experience.

Professional Responsibilities for the Teacher Candidate

Developing the Art and Science of Teaching

Personal Traits

- **Punctual:** is prompt and attends during scheduled times.
- **Appearance / Dress:** meets the dress code established by the school district.
- **Flexibility:** displays the ability to deal with unanticipated changes in the workday.
- **Honesty / Integrity:** is truthful with student, faculty and parents.
- **Reliability / Responsibility:** is accountable for completing tasks and accepts responsibility for errors.
- **Accurate Verbal Communication:** uses grammatically correct verbal communication with students, faculty and parents.
- **Accurate Written Communication:** uses grammatically correct written communication with students, faculty and parents.
- **Attitude Towards Authority:** displays respect for those faculty and administrators in a position of authority.
- **Appreciation for Diversity:** displays respect for students and faculty regarding genders, faiths, races, religions and learning abilities.
- **Enthusiasm for Teaching:** displays an eagerness to be with students and to be involved in classroom activities.
- **Initiative in the Classroom:** displays a willingness to continually be involved in classroom activities without constant direction.
- **Responsive to Constructive Criticism:** is willing to accept and makes the necessary adjustments when faced with constructive criticism.

Professional Dispositions

- Candidate demonstrates **honesty/integrity** by being truthful with clients/students, peers, applicable organizational stakeholders, and in their professional work.
- Candidate demonstrates **reliability/responsibility** by: being accountable to clients/students, peers, and other applicable organizational stakeholders, completing assigned duties and tasks; and, accepting responsibility for errors.
- Candidate demonstrates **respect** for others by: talking about and treating all persons with respect and regard for their individual worth and dignity; being fair and non-discriminatory.
- Candidate demonstrates **self-improvement** through professional development.
- Candidate demonstrates **self-awareness/knowledge of limits** by: recognizing the need for guidance and supervision when faced with new or complex responsibility.
- Candidate demonstrates **communication/collaboration** by working collaboratively and communicating effectively to achieve client/student and organizational goals.
- Candidate demonstrates **altruism/advocacy** by adhering to the best interests of the client/student.

Initial Teacher Education Preparation Programs

Undergraduate:

- Early Childhood – pK-3rd grade
- Health and Physical Education-pK-12th grade

Graduate Programs (granting licensure and a Master's Degree):

- Middle Childhood Education (MCE) 4-9th grades (focus in 2 content areas- Math, Science, Language Arts, Social Studies)
- Adolescent and Young Adult (AYA) 7-12th grade (focus in 1 content area –Integrated Math, Integrated Science, Integrated Language Arts, Integrated Social Studies)
- Multi-age education (MA) pK-12th grades (French/Spanish Education or Visual Arts)
- Intervention Specialist K-12th grade (Mild to Moderate or Moderate to Intense Educational Needs)
- Early Childhood Intervention Specialist - pK-3rd grade
- Music Education – pK-12th grade [through the Music Department, College of Liberal Arts]

Endorsement Programs for Educators:

- Middle Childhood Generalist 4-6th grade
- Early Childhood Generalist 4-5th grade
- Reading Endorsement pK-12th grade
- Literacy Specialist pK-12th grade
- Gifted Endorsement K-12th grade
- Transition to Work (TTW) pK-12th grade
- Pre Kindergarten Special Needs – preschool
- Teaching English to Speakers of Other Languages (TESOL) K-12th grade [through the English Department, College of Liberal Arts]

Phases of the Teacher Education Preparation Programs

Phase I – Introductory Period

The Phase I field experience, ideally completed early in the sophomore year, introduces WSU students to the teaching profession through participation in the pK-12 school environment in the area of education that they are considering pursuing. This emphasis on early field experiences has been recommended by various national educational organizations and reflects WSU's commitment to excellence in teaching. Early experiences in pK-12 classroom assist WSU potential teacher candidates in exploring their interest in and ability to work with students, and may help in their decision-making process regarding a teaching career.

Phase I Objective: Potential teacher candidates will shadow a pK-12 teacher, working closely with their to ascertain if this is the career he/she would like to pursue.

Phase I - Supervision Timeline

**ECE / MCE / AYA / MA / MCIS (Part 1 ED 2650 and Part 2 – ED 2750)
MCE (Part 3 ED 4250)**

The schedule is based on the first day of the WSU semester.

Teacher Candidates will receive an Incomplete (I) until all documentation has been submitted to Tk20.

Week(s)	Requirements	Tk20 Documentation
1-2	Supervisor meets Teacher Candidate to obtain/verify attendance schedule. Supervisor will verify that Teacher Candidate has posted attendance on Tk20 and has distributed Emergency Contact Form. Supervisor meets at school site with Cooperating Teacher and Teacher Candidate to discuss Phase I expectations.	Supervisor Visitation Log
3-6	Supervisor makes classroom visit to conduct the 1 st informal observation ¹ of Teacher Candidate interacting with students. Supervisor discusses results of observation with Teacher Candidate immediately following the observation.	Supervisor Visitation Log
7	Supervisor meets with Cooperating Teacher at the school site to complete Personal Traits Midterm Report.	Supervisor Visitation Log Personal Traits Midterm
8-12	Supervisor makes classroom visit to conduct the 2 nd informal observation ¹ of Teacher Candidate interacting with students. Supervisor discusses results of observation with Teacher Candidate immediately following the observation.	Supervisor Visitation Log
13-14	Supervisor meets with Cooperating Teacher at the school site to complete Professional Dispositions Form. Supervisor meets with Cooperating Teacher to complete Personal Traits Final Report.	Professional Dispositions Personal Traits Final Supervisor Visitation Log
14	Cooperating Teacher verifies Teacher Candidate Attendance	Attendance Approval

- Throughout the term:
- Teacher Candidate maintains current attendance on Tk20.
 - Supervisor maintains current Visitation Log on Tk20.
 - Supervisor assists Cooperating Teacher with maintaining scheduled documentation.
 - Supervisor attends OPFE meetings as scheduled.

(1) **Informal observation** is a scheduled observation for 15 to 20 minute of the teacher candidate interacting with group(s) of students. Results of the observation should be shared with teacher candidate immediately following the observation

Phase I Expectations

	ED 2650 (112 hours)	ED 2750 (112 hours)
1. Students	<ul style="list-style-type: none"> • Assist teacher with planning and content delivery • Develop motivational strategies • Work with a small group or individuals as appropriate. • Deliver predetermined behavioral support • Share personal interests and skills • Attend student activities, such as games and performances, as appropriate 	<ul style="list-style-type: none"> • Work with small groups of students • Assist students in catch up after absences • Work with capable students for enrichment • Become involved in extra-curricular activity, as available • Follow a student to intervention services, • Follow students to art, music and physical education
2. Content Knowledge	<ul style="list-style-type: none"> • Provide students with assistance by answering questions and helping them find information • Answer individual questions • Assist individual students with technology • Work with individuals and small groups for remediation and/ or enrichment 	<ul style="list-style-type: none"> • Develop and use real life examples • Become familiar with curriculum and instructional plan for the class • Develop questions that lead students from their previous knowledge to new content
3. Assessment	<ul style="list-style-type: none"> • Check or grade papers with a key • Record Grades • Record and comment on student writing • Observe student differences related to individual behavioral, emotional, physical and cognitive development 	<ul style="list-style-type: none"> • Develop objective test questions • Develop essay questions • Grade Essays • Develop a rubric • Know school grading policies
4. Instruction	<ul style="list-style-type: none"> • Write notes on the chalkboard or whiteboard • Operate Technology • Create materials with teacher and assist with finding resources for instruction • Model appropriate language • Teach a routine part of lesson to whole group, if comfortable • Be present during curriculum planning 	<ul style="list-style-type: none"> • Create new learning center (or similar) • Supervise students during group times (CT present) • Review assignments with small groups • Facilitate small group discussions • Create and implement a lesson for a small group • Work with CT to present several lesson segments
5. Learning Environment	<ul style="list-style-type: none"> • Take attendance / Pass out papers and supplies • Organize or file papers / materials • Create / Construct a bulletin board (interactive) • Help with staff duties, such as the arrival and dismissal of students • Participate in classroom activities • Shadow the CT in all classroom and non-curricular activities 	<ul style="list-style-type: none"> • Know school discipline policies • Explain the reason for rules and policies • Discuss differentiation with CT
6. Collaboration and Communication	<ul style="list-style-type: none"> • Give directions to individuals and groups of students • Give accurate and concise directions to students • Take lunch count • Become familiar with emergency procedures 	<ul style="list-style-type: none"> • Find out specific community resources with assist families/students
7. Professional Development	<ul style="list-style-type: none"> • Collaborate with CT and other educators • Review teacher handbook and dress code • Take initiative in the classroom • Attend faculty meetings / grade level meetings • With permission, Attend in-service meetings and staff development • With permission, attend IAP, IEP, and grade level meetings • Attend Parent / Teacher meetings 	<ul style="list-style-type: none"> • Collaborate on lesson writing • Write reflective journal entries • Reflect on instruction with students • Accurately and objectively describe student performance • Follow a student to intervention services, as available

Phase I Expectations (MCE Part 3 Only)

	ED 4250 (112 hours)
1. Students	<ul style="list-style-type: none">• Interview students about their reading interests• Help students with book selections while attending to text complexity• Provide assistance to students that are struggling with reading and/or content• Work with individuals to increase reading comprehension• Work with English Language Learners (ELL) to improve English language skills
2. Content Knowledge	<ul style="list-style-type: none">• Learn the academic content standards for reading and literacy.• Answer student questions relating to reading comprehension• Develop activities and questions to further students' comprehension• Complete mini-lessons
3. Assessment	<ul style="list-style-type: none">• Complete assessment case study• Develop methods of assessing students' level of comprehension• Learn about alternate assessment formats for students with reading difficulties
4. Instruction	<ul style="list-style-type: none">• Observe methods of teaching reading• Observe alternate methods of lesson presentation• Assist with individual and group reading activities• Learn about approaches used by the CT to teach reading
5. Learning Environment	<ul style="list-style-type: none">• Discuss differentiation for struggling readers and English Language Learners (ELL) with CT• Help obtain and organize books and materials for reading instruction• Help check that books and materials are appropriate to students' ability level
6. Collaboration and Communication	<ul style="list-style-type: none">• Develop effective ways to communicate with English Language Learners (ELL)• Model reading and pronunciation• Collaborate with specialists in the building
7. Professional Development	<ul style="list-style-type: none">• Interview and shadow a reading specialist• Discover how to meet the needs of struggling readers and English Language Learners (ELL)• Visit the school library and become familiar with the resources it provides

Phase II

The Phase II field experience, ideally for ECE students is completed later in the sophomore year or early in the junior year. MCE and AYA students complete Phase II during their graduate program. Phase II focuses on the integration of academic content and various pedagogical methods utilized in effective instruction as the teacher candidate prepares more intensively for the student teaching experience in the future.

Phase II Objective: Begin, more purposefully, to take on the role of the classroom teacher in all aspects.

Phase II - Supervision Timeline

Early Childhood (Part 1 - ECE 3210 and Part 2 - ECE 3230) MCIS (Part 1 - EDS 4800)

The schedule is based on the first day of the WSU semester.

Teacher Candidates will receive an Incomplete (I) until all documentation has been submitted to Tk20.

Week(s)	Requirements	Tk20 Documentation
1-2	<p>Supervisor contacts Teacher Candidate to obtain/verify attendance schedule</p> <p>Supervisor will confirm Teacher Candidate has posted attendance and Emergency Contact form on Tk20.</p> <p>Supervisor meets at the school site with Cooperating Teacher and Teacher Candidate to discuss Phase II expectations.</p>	Supervisor Visitation Log
3-6	Supervisor completes observation as necessary.	Supervisor Visitation Log
7-8	Supervisor meets with Cooperating Teacher at the school site to complete Personal Traits Midterm Report.	Personal Traits Midterm
		Supervisor Visitation Log
9-13	<p>Supervisor makes additional contacts with Teacher Candidate as needed.</p> <p>Cooperating Teacher completes Lesson Assessment 1 (formal lesson observation²).</p> <p>Supervisor completes Lesson Assessment 2 (formal lesson observation²).</p> <p>Supervisor discusses results of observation with Teacher Candidate immediately following the observation.</p>	Supervisor Visitation Log
		Lesson Assessment 1
		Lesson Assessment 2
13-14	<p>Supervisor meets at the school site with Cooperating Teacher and Teacher Candidate to complete Phase II End of Term Assessment.</p> <p>Supervisor completes Personal Traits Final Report with input from Cooperating Teacher.</p>	End of Term Assessment
		Supervisor Visitation Log
		Personal Traits Final
14	Cooperating Teacher verifies Teacher Candidate Attendance	Attendance Approval

- Throughout the term:
- Teacher Candidate maintains current attendance on Tk20.
 - Supervisor maintains current Visitation Log on Tk20.
 - Supervisor assists Cooperating Teacher with maintaining scheduled documentation.
 - Supervisor attends OPFE meetings as scheduled.

(2) **Formal Lesson Observation** is a scheduled observation of the teacher candidate conducting a complete lesson. A lesson plan in an accepted WSU lesson plan format must be included. Results of the observation should be shared with Teacher Candidate immediately following the observation.

Phase II – All Programs Supervision Timeline

Early Childhood (Part 3 – ECE 4210), MCIS (part 2 - EDS 4820) MCE / AYA / MA (ED 6250, ED 6430 - 6480)

The schedule is based on the first day of the WSU semester.

Teacher Candidates will receive an Incomplete (I) until all documentation has been submitted to Tk20.

Week(s)	Requirements	Tk20 Documentation
1-2	<p>Supervisor contacts Teacher Candidate to obtain/verify attendance schedule</p> <p>Supervisor will confirm Teacher Candidate has posted attendance and Emergency Contact form on Tk20.</p> <p>Supervisor meets at the school site with Cooperating Teacher and Teacher Candidate to discuss Phase II expectations.</p>	Supervisor Visitation Log
3	Supervisor schedules formal lesson observations with Teacher Candidate and Cooperating Teacher .	Supervisor Visitation Log
4-6	<p>Cooperating Teacher completes Lesson Assessment 1 (formal lesson observation², different that observed by the Supervisor) and discusses results with Teacher Candidate.</p> <p>Supervisor completes Lesson Assessment 2 (a formal lesson observation², different that observed by the Cooperating Teacher) and discusses results with Teacher Candidate.</p>	Lesson Assessment 1
		Lesson Assessment 2
		Supervisor Visitation Log
7-8	Supervisor, Cooperating Teacher and Teacher Candidate meet at the school site to complete Mid-Term Assessment to document progress.	Mid-term Assessment
		Supervisor Visitation Log
9-13	<p>Cooperating Teacher completes Lesson Assessment 3 (a formal lesson observation², different that observed by the Supervisor) and discusses results with Teacher Candidate.</p> <p>Supervisor makes additional contacts with Teacher Candidate as needed.</p> <p>Supervisor completes the Lesson Assessment 4 (formal lesson observation², different that observed by the Cooperating Teacher) and discusses results with Teacher Candidate.</p>	Lesson Assessment 3
		Supervisor Visitation Log
		Lesson Assessment 4
13-14	<p>Supervisor meets at the school site with Cooperating Teacher and Teacher Candidate to complete Phase II End of Term Assessment.</p> <p>Supervisor completes Personal Traits Final Report with input from Cooperating Teacher.</p> <p>Supervisor completes SPA requirements with input from Cooperating Teacher (as necessary/ if required).</p>	End of Term Assessment
		Supervisor Visitation Log
		Personal Traits Final
		SPA Report (ECE / MCE)
14	Cooperating Teacher verifies Teacher Candidate Attendance	Attendance Approval

Throughout the term:

- Teacher Candidate maintains current attendance on Tk20.
- Supervisor maintains current Visitation Log on Tk20.
- Supervisor assists Cooperating Teacher with maintaining scheduled documentation.
- Supervisor attends OPFE meetings as scheduled.

(2) **Formal Lesson Observation** is a scheduled observation of the teacher candidate conducting a complete lesson. A lesson plan in an accepted WSU lesson plan format must be included. Results of the observation should be shared with Teacher Candidate immediately following the observation.

Phase II Expectations

	ECE - ECE 3210, ECE 3230 (28 days each), ECE 4210 (42 days) MCIS – EDS 4800 (28 days) & EDS 4820 (42 days), MCE - ED 6250 (42 days), AYA & MA - ED 6430 - 6480 (42 days)
1. Students	Collaborate closely with the cooperating teacher to: <ul style="list-style-type: none"> • Design and deliver developmentally appropriate lesson plans • Design and deliver differentiated instruction for small groups or individual students • Plan adaptations for a unit of instruction • Evaluate students • Develop motivational strategies <ul style="list-style-type: none"> • Deliver predetermined behavioral support • Provide individualized feedback • Learn the students (names, backgrounds, interests, academic needs, exceptionalities) • Learn about the community, neighborhood, school district, and school building • Participate in school-wide events
2. Content Knowledge	<ul style="list-style-type: none"> • Learn the academic standards for your content and any curriculum mapping used by the CT(s) • Use content standards in writing lesson plans • Engage students in thinking about content at various levels • Use content specific instructional strategies • Use a variety of content sources
3. Assessment	Collaborate closely with the cooperating teacher to: <ul style="list-style-type: none"> • Design, implement and evaluate formative assessment consistent with Ohio standards • Develop a pre-assessment • Assess student work in order to plan for further instruction/enrichment • Develop instructional goals • Use pre and post assessments • Design, collect, and analyze summative assessment data
4. Instruction	Collaborate closely with the cooperating teacher to: <ul style="list-style-type: none"> • Teach lessons based on CT's lesson plans • Create and implement lesson plans with differentiation for students on IEPs • Include enrichment / extension plan as appropriate • Integrate technology into instruction <ul style="list-style-type: none"> • Create and lead classroom activities, assuming leadership with CT present. • Teach a minimum of 5 lessons per each content area • Co-plan unit instruction and co-teach with CT • Continue to participate in various non-instructional tasks in the school and classroom • Continue working with individuals and small groups while transitioning to the whole group • Spend a majority of time instructing content area(s) • Learn state standards and learn about the change to new standards
5. Learning Environment	Collaborate closely with the cooperating teacher to: <ul style="list-style-type: none"> • Create supporting materials • Develop a new classroom routine that you will explain to the students. • Develop a new classroom routine that you will explain to the students • Organize effective grouping arrangements • Create a variety of scaffolds to support independent learning • Plan and execute effective classroom transitions • Select a technology that is new to you and use it in a lesson that you teach or co-teach.

6. Collaboration and Communication	<ul style="list-style-type: none"> • Give clear instructions, both verbal and written • Develop materials to support student learning at home • Visit local communities agencies • Interact with professional staff • Attend data assessment meetings • Attend parent teacher conferences • Attend athletic events/extracurricular activities • Get to know the professional characteristics of the CT • Maintain a good working relationship with the CT
7. Professional Development	<ul style="list-style-type: none"> • Meet weekly to reflect on individual lessons, personal strengths and growth areas with CT • Objectively describe student behavior • Identify and describe what initiated student inappropriate behavior • Deliver new strategies based on reflection • Reflect on multiple lessons • Adjust teaching strategies based on analysis of data • Provide a rationale for new strategies • Analyze teaching video • Reflect on growth in the areas of content knowledge, pedagogical content knowledge, emotional intelligence, professionalism, diversity and technology

Phase III – Student Teaching/Internship Period

Teacher Candidates, seeking their initial teaching license, student teach for a full term, while teachers already licensed and seeking an endorsement complete an internship equal to approximately half of a term.

Student Teaching provides an opportunity for WSU Teacher Candidates to experience first-hand the total teaching-learning process. This experience provides a laboratory for teacher candidates to develop and demonstrate competence in the professional roles for which they are preparing. Student Teachers also benefit from the mentoring provided by both Cooperating Teachers and Supervisors to optimize professional growth and pedagogical skills.

Phase III Objective: Student Teachers will increase skills and gain insight by participating in both “lead teaching,” and “co-teaching.” They will gain confidence in their own abilities as an educator by lead teaching without the direct support of the Cooperating Teachers. WSU recommends that Student Teachers and Cooperating Teachers engage in co-teaching in which they plan and teach cooperatively and collaboratively. This benefits Student Teachers by providing the opportunities to directly learn from and collaborate with other educational professionals while instructing students in the classroom.

Phase III - Student Teaching Supervision Timeline

ECE (ECE 4900) / MCIS (EDS 4900) / MCE (ED 6410) / AYA & MA (ED 6530 - 6580)

The schedule is based on the first day of the WSU semester.

Teacher Candidates will receive an **Incomplete (I)** until all documentation has been submitted to Tk20.

All observations require written feedback to the teacher candidate.

Week(s)	Requirements	Documentation on Tk20
1-2	<p>Supervisor contacts Teacher Candidate to obtain/verify attendance schedule.</p> <p>Supervisor will confirm Teacher Candidate has posted attendance and Emergency Contact form on Tk20.</p> <p>Supervisor meets at the school site with Cooperating Teacher and Teacher Candidate to discuss Phase III expectations and conduct first observation.</p>	Supervisor Visitation Log
3-4	<p>Cooperating Teacher completes Progress Assessment 1 (formal documentation of Teacher Candidate's progress²) and discusses results with Teacher Candidate.</p> <p>Supervisor completes Lesson Assessment 1 (1st formal lesson observation³) and discusses results with Teacher Candidate.</p>	Progress Assessment 1-ST
		Lesson Assessment 1-ST (1 st scheduled assessment)
		Supervisor Visitation Log
5-8	<p>Supervisor, Cooperating Teacher and Teacher Candidate meet at the school site to complete Student Teaching Mid-Term Assessment to document progress.</p> <p>Supervisor also completes 2nd formal lesson observation².</p>	Mid-term Assessment-ST (2 nd scheduled assessment)
		Supervisor Visitation Log
9-13	<p>Cooperating Teacher completes Progress Assessment 2 (formal documentation of Teacher Candidate's progress²) and discusses results with Teacher Candidate.</p> <p>Supervisor completes Lesson Assessment 2 (3rd formal lesson observation³) and discusses results with Teacher Candidate.</p>	Progress Assessment 2-ST
		Lesson Assessment 2-ST (3 rd scheduled assessment)
		Supervisor Visitation Log
13-14	<p>Supervisor meets at the school site with Cooperating Teacher and Teacher Candidate complete Student Teaching Final Assessment.</p> <p>Supervisor completes Professional Dispositions Form with input from Cooperating Teacher.</p> <p>Supervisor completes SPA requirements with input from Cooperating Teacher (as necessary/ if required).</p>	Final Assessment-ST (4 th scheduled assessment; 5 th assessment with written feedback)
		Supervisor Visitation Log
		Professional Dispositions
		ST-SPA Assessment (where applicable)
14	Cooperating Teacher approves Attendance.	Attendance Approval

- Throughout the term:
- Teacher Candidate maintains current attendance on Tk20.
 - Supervisor maintains current Visitation Log on Tk20.
 - Supervisor assists Cooperating Teacher with maintaining scheduled documentation.
 - Supervisor attends OPFE meetings as scheduled.

(2) **Progress Assessment** is a formal assessment of the Teacher Candidate's progress conducting complete lessons to that point. Lesson planning should be included. Results of the observation, with written feedback, should be shared with Teacher Candidate immediately following the observation.

(3) **Formal Lesson Observation** is a scheduled observation of the Teacher Candidate conducting a complete lesson. A lesson plan in an accepted WSU lesson plan format must be included. Results of the observation, with written feedback, should be shared with Teacher Candidate immediately following the observation.

Phase III Student Teacher Expectations

	ECE 4900, EDS 4900, ED 6410, ED 6530 – 6580
1. Students	<ul style="list-style-type: none"> • Create new learning center (or similar) • Supervise students during group times (CT present) • Review assignments with small groups • Facilitate small group discussions • Create and implement a lesson for a small group • Work with CT to present several lesson segments • Adapt lessons for specific students • Create individualized materials • Create alternative assessments
2. Content Knowledge	<ul style="list-style-type: none"> • Students use a variety of sources • Design activities that encourage students to integrate information from multiple content sources • Engage students in thinking at all levels • Use Ohio content standards to develop unit plans
3. Assessment	<ul style="list-style-type: none"> • Use summative assessment data to adjust unit teaching strategies • Develop, implement, and evaluate multiple formative assessments • Develop nine week grading period • Design new strategies based on formative assessment data • Be responsible for assessment and recording /managing grades
4. Instruction	<ul style="list-style-type: none"> • Plan multiple lessons based on formative assessment data • Design new strategies based on formative, summative assessment • Develop unit with multiple instructional strategies (e.g. discussion, inquiry, project-based learning) • Prepare all lessons a week in advance
5. Learning Environment	<ul style="list-style-type: none"> • Design a classroom management system • Develop a plan for establishing routines/classroom procedures • Develop proactive and reactive classroom management plans • Be responsible for classroom environment and procedures to manage the class
6. Collaboration and Communication	<ul style="list-style-type: none"> • Regularly communicate with parents and administrators about student performance • Conduct home visits as needed • Attend community events
7. Professional Development	<ul style="list-style-type: none"> • Develop resumes and portfolios in preparation for professional life • Develop a teaching philosophy • Complete Teacher Performance Assessment • Reflect daily on student learning and personal growth • Become active in the school community

Phase III – Practicum for Adding a Second License or Endorsement (Previously licensed teachers)

Objective: Candidates for a second license/endorsement will increase skills and gain insight by participating in both “lead teaching,” and “co-teaching.” They will increase confidence in their own abilities as an educator by lead teaching without the direct support of the Cooperating Teachers. WSU recommends that these candidates and Cooperating Teachers engage in co-teaching in which they plan and teach cooperatively and collaboratively. This benefits Teacher Candidates by providing the opportunities to directly learn from and collaborate with other educational professionals while instructing students in the classroom.

The schedule is based on the first day of the WSU semester and is 8 weeks in total.

Week(s)	Requirements	Tk20 Documentation
1	<p>Supervisor contacts Teacher Candidate to obtain/verify attendance schedule.</p> <p>Supervisor will confirm Teacher Candidate has posted attendance and Emergency Contact form on Tk20.</p> <p>Supervisor meets at the school site with Cooperating Teacher and Teacher Candidate to discuss expectations.</p>	Supervisor Visitation Log
2-4	<p>Supervisor completes 1st formal lesson observation. Results of the observation should be shared with Teacher Candidate immediately following the observation.</p> <p>Cooperating Teacher completes Progress Assessment 1 (formal documentation of Teacher Candidate’s progress²) and discusses results with Teacher Candidate.</p>	Lesson Assessment 1- Practicum
		Supervisor Visitation Log
		Progress Assessment 1- Practicum
5-7	<p>Supervisor completes 2nd formal lesson observation. Results of the observation should be shared with Teacher Candidate immediately following the observation.</p> <p>Cooperating Teacher completes Progress Assessment 2 (formal documentation of Teacher Candidate’s progress²) and discusses results with Teacher Candidate.</p>	Lesson Assessment 2- Practicum
		Supervisor Visitation Log
		Progress Assessment 2- Practicum
7	<p>Supervisor meets with Cooperating Teacher and Teacher Candidate complete Final Assessment and Professional Dispositions Form.</p> <p>Supervisor meets with Cooperating Teacher and Teacher Candidate complete SPA requirements (as necessary/ if required).</p>	Final Assessment- Practicum
		Supervisor Visitation Log
		Professional Dispositions
		SPA Assessment (where applicable)
8	Cooperating Teacher approves Attendance.	Attendance Approval

* Additional assessments may be conducted as deemed necessary.

- Throughout the term:
- Teacher Candidate maintains current attendance on Tk20.
 - Supervisor maintains current Visitation Log on Tk20.
 - Supervisor assists Cooperating Teacher with maintaining scheduled documentation.
 - Supervisor attends OPFE meetings as scheduled.

(2) **Formal Lesson Observation** is a scheduled observation of the teacher candidate conducting a complete lesson. A lesson plan in an accepted WSU lesson plan format must be included. Results of the observation should be shared with Teacher Candidate immediately following the observation.

Attendance Policy and Requirements

Candidates must make up any hours / days missed due to personal reasons (illness, transportation, etc.), using final's week to make up missed time as needed, and document these additional days on the Attendance Documentation artifact on Tk20.

An exception to the absence policy is made when candidate's school site is closed due to events such as:

- Calamity Days (Fog, Snow, etc.)
- School Holidays (including breaks / intercessions)
- Candidates do not have to make the three phone calls to report these absences.

Candidates are required to make-up these missed if it causes you to fall below the minimum requirement.

Candidates must attend arranged field assignment throughout the 14 full weeks of the semester.

Phase I (Early Field Experiences): (Note - Various programs may have different attendance requirements.)

- Early Childhood Education (ECE), Middle Childhood Education (MCE), Adolescent and Young Adult (AYA)/ Multi-Age: World Languages & Visual Arts:
 - ED 2650 = a minimum of 112 hours is required by attending a minimum of 8 hours per week during the entire 14-week semester.
 - ED 2750 = a minimum of 112 hours is required by attending a minimum of 8 hours per week during the entire 14-week semester.
 - ED 4250 (MCE only) = a minimum of 112 hours is required by attending a minimum of 8 hours per week during the entire 14-week semester.
 - Music Education (same course number, different requirements):
 - ED 2650 = a minimum of 56 hours is required by attending a minimum of 4 hours per week during the entire 14-week semester.
 - ED 2750 = a minimum of 84 hours is required by attending a minimum of 6 hours per week during the entire 14-week semester.
- Health Education & Physical Education:
 - HPR 3100 = a minimum of 84 hours is required by attending a minimum of 6 hours per week during the entire 14-week semester.

Phase II - Undergraduate Licensure Programs (Methods Field Experiences):

- Health Education & Physical Education:
 - HPR 4100 = a minimum of 126 hours is required by attending a minimum of 9 hours per week during the entire 14-week semester.
- Early Childhood Education (PreK-3):
 - ECE 3210 = A total of 28 days is required by attending 2 full days per week during the entire 14-week semester.
 - ECE 3230 = A total of 28 days is required by attending 2 full days per week during the entire 14-week semester.
 - ECE 4210 = If during fall semester - candidates are required to begin attending according to the assigned district's teacher contract (teacher work days) prior to the schools' or WSU's official start date. These days are required in addition to the 14-week semester.
 - Additionally, throughout WSU's semester a total of 42 days are required, by attending 3 full days per week during the entire 14-week semester.

Phase II - Graduate Licensure Programs (First semester of the year-long internship):

- MC/AYA/World Languages & Visual Arts: Including ED 6250, ED 6430, ED 6440, ED 6450, ED 6460, ED 6470 or ED 6480

- If during fall semester - candidates are required to begin attending according to the assigned district's teacher contract (teacher work days) prior to the schools' or WSU's official start date. These days are required in addition to the 14-week semester.
- Additionally, throughout WSU's semester a total of 35 days are required, by attending 2.5 days per week during the entire 14-week semester.
- ALL Programs - Phase III, student teaching (initial licensure):
 - Including ECE 4900, HPR 4290, EDS 4900, ED 4900, ED 6410, ED 6530, ED 6540, ED 6550, ED 6560, ED 6570, ED 6580, EDS 6480, EDS 6730, EDS 6280
 - If student teaching during fall semester, candidates are required to begin attending according to the assigned district's teacher contract (teacher work days) prior to the schools' or WSU's official start date. These days are required in addition to the 14-week semester.
 - Attendance all day, 5 day per week is required during the entire 14-week semester (initial licensure).
 - Candidates follow the assigned district's schedule for holidays, breaks, etc.