2017 - 2018 Student Teaching Handbook
for the Educator Preparation Unit

Our vision is to serve as the Epicenter of Eminence for Educator Preparation (e³P)

Office of Educator Preparation

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Last updated October 19, 2017
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Welcome to Student Teaching!

Welcome!

You are about to enter the culminating clinical practicum experience, student teaching. By now, it is expected that you have the knowledge, skills, and dispositions necessary for a novice teacher. This is your official transition from college student to young professional; therefore, your attire, behavior, and social media presence need to reflect you as a professional.

You are about to embark on one of the longest interviews you will ever have. You will be expected to skillfully combine your knowledge of the content, your pedagogical skills, your passion for your role, and love for making a difference in a child’s life, while also showing your unique personality and ability to be flexible.

If you come across a situation that you are not sure how to handle, there are many people around you who will guide and support you. From your cooperating teacher, university supervisor, program manager and various faculty members, they are all there to help you be the most prepared and best teacher you can be. Remember to continue to use these valuable resources as you strive to achieve your maximum potential in your first few years of teaching.

This handbook serves as a guide on some of the Ohio State Educator Preparation Unit basic expectations and requirements, roles and responsibilities, as well as assessments in student teaching. However, please note that each program has its own unique requirements and handbook/guidelines in addition to these unit expectations. Please consult with the program manager or faculty member in your program for additional specific program requirements.

In this handbook, you will find 2013 Conceptual Framework of the OSU Educator Preparation Unit that guides teacher preparation, general policies for all teacher preparation programs, and helpful resources to ensure you are on-track to become a licensed teacher. To help assist you, Appendix A includes a glossary of terms that you will encounter throughout the handbook.

Best wishes for a wonderful and successful experience!

- Ohio State Educator Preparation Team
Vision
To serve as the epicenter of eminence for educator preparation (E3P)

Mission
Our mission is to prepare highly effective educators who teach, lead, and serve. These highly effective educators will apply research-based practices that support academic and social development of all learners and engage in ongoing professional development.

Philosophy
The philosophy of The OSU Educator Preparation Unit is based upon a reciprocal relationship between theory and practice, using research to inform our programs. Drawing from multiple disciplines and methodologies, the Educator Preparation Unit focuses on educational processes across diverse P12 learners. We believe that educational research, practice, and policy constantly evolve and that highly effective educators lead and advocate in their respective fields.

The goals of The OSU Educator Preparation Unit provide direction for developing and aligning the curriculum, instruction, field experiences, clinical practices and assessments.

Purpose and Goals
Our purpose is to support and enhance the development of educational leaders who engage in and implement research-based practices to support and advance P12 educational progress. Our programs prepare candidates for initial licensure and engage experienced educators who aspire to advance their practice. Candidates at all levels gain knowledge, skills and dispositions as critical thinkers, problem solvers, communicators, and collaborators.

Candidates shall have a commitment to the following:

1) Acquiring the knowledge, skills and dispositions to interact effectively with all students in diverse learning environments;
2) Supporting practices with foundational and current research and theory;
3) Providing learning environments that support the development of all students;
4) Developing and executing objectives, based on continuous assessment, that support student learning;
5) Practicing integrity and ethical behavior; and
6) Engaging in professional development
Goal one of the Conceptual Framework of the OSU Educator Preparation Unit states that candidates will acquire “the knowledge, skills and dispositions to interact effectively with all students in diverse learning environments.” Faculty members and staff in each program make an effort to provide all candidates with experiences in diverse learning environments in order to support them in reaching this goal.

During their educator preparation program, candidates can expect to be placed in a range of classrooms and educational settings that reflect the demographics of the communities throughout the state of Ohio. All schools and agencies used for placements are categorized based on characteristics that reflect diversity, such as socio-economic levels, rural vs. urban vs. suburban designation, students with special needs and English language learners (ELL) in the schools.

The Office of Educator Preparation, in conjunction with the individual programs, makes every attempt to provide opportunities for each candidate to engage in as broad a spectrum of placement experiences as possible.

**Relevant Links**

- Ohio State Diversity Statements: [https://www.osu.edu/initiatives/diversity.html](https://www.osu.edu/initiatives/diversity.html)
- Office of Diversity and Inclusion: [https://odi.osu.edu/about/welcome/](https://odi.osu.edu/about/welcome/)
- Ohio State Disability Services: [http://ods.osu.edu/](http://ods.osu.edu/)
- Ohio State Multicultural Center: [http://mcc.osu.edu/](http://mcc.osu.edu/)
- Office of Student Life: [https://studentlife.osu.edu/](https://studentlife.osu.edu/)
Professional Standards

The Ohio Standards for the Teaching Profession (OSTP)

The Ohio Standards for the Teaching Profession were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as educators throughout all of the stages of their careers. While there are many influences on a teacher’s development, these standards will serve as an important tool for teachers as they consider their growth and development in the profession. In addition, these standards will serve many other audiences and purposes. It is anticipated that these standards may:

- Assist higher education programs in developing the content and requirements of preservice training and development;
- Focus the goals and objectives of districts and schools as they support educators and seek to improve the profession;
- Be used to plan and guide professional development;
- Serve as a tool in developing coaching and mentoring programs.

These Standards are intended to drive conversations about the practice of teaching and are not intended to serve as an evaluation instrument.


Interstate New Teacher Assessment and Support Consortium (INTASC)

This organization consists of the national education organizations and state education agencies. The prime goal of INTASC is to reform the licensing, preparation and professional development of teachers. This is mainly based on the idea that the well-trained teacher should integrate content knowledge with the requirements of students and specific strengths to make sure that all students are able to learn and perform well at the higher levels.


Council for the Accreditation of Educator Preparation (CAEP) Standards

This organization is the national accrediting body for teacher education programs. In 2013, NCATE merged with the Teacher Education Accreditation Council (TEAC) to form the Council for the Accreditation of Educator preparation (CAEP). The CAEP standards inform the development and direction of our teacher preparation programs.


The Ohio Standards for the Teaching Profession are in Appendix B.
Many times candidates are anxious and nervous about student teaching and they get caught up in the “here and now” rather than thinking ahead. Below is a checklist for you to utilize PRIOR to student teaching to ensure you have fulfilled all of the prerequisites.

1.) GPA for each program may be higher, but the minimum overall GPA for undergraduates is 2.75 and M.Ed. students is 3.00.

2.) Required pre-requisite program and content coursework completed.

3.) Pass and recorded in Ohio State SIS system, one or more required licensure tests pertinent to your licensure area (OAE-content, OAE-Pedagogical Knowledge, OAE-Reading, OPI/WPT).

4.) Supervisor completed Pre-CPAST form in Tk20.

5.) Background checks (BCI&I/FBI) within last nine months (not to expire before the conclusion of student teaching) and all unit required documents (resume, standards of behavior, minors policy) on file in Office of Educator Preparation, 185 Arps Hall.

6.) Completion of the Ohio Standards for Educator Preparation course in Canvas.
Background Checks

What are background checks?
Background checks are often requested by employers on job candidates for employment screening, especially on candidates seeking a position which requires high security or a position of trust, such as in a school, hospital, financial institution, airport, and government. These checks are traditionally administered by a government agency for a nominal fee, but can also be administered by private companies. Background checks can be expensive depending on the information requested. Results of a background check typically include past employment verification, credit history, and criminal history.

Who needs to complete background checks?
Any student participating in a P-12 field placement (of any length or purpose) who is not already a fully licensed professional must complete a background check, prior to entering the field site.

Why do we need to complete background checks?
For the safety and protection of the P-12 learners and staff. To help guide the safety for everyone, the initial screening of background check results are based on the criteria set forth by Ohio Department of Education: http://education.ohio.gov (Select ‘Teachers’ tab→ Under ‘Topics’ select ‘Educator Conduct’→ Under ‘Quick Links’ select ‘How Convictions Affect Licensure’→ Under ‘General Questions’ scroll down to ‘Rehabilitation Rule Matrix’)

What do I need to know about background checks before I go?
- BCI&I – request code 3319.39B3
- FBI – request code 3319.39
- ONLY these codes will be accepted for field placement
- Request copy be sent to ODE if applying for licensure within the year
- For first processing, allow two months prior to placement
- Processing will take 2-4 weeks without an arrest record, 6-8 weeks with an arrest record (even if expunged or occurred when a juvenile)

Where do I go to complete my background checks?
- Columbus Campus: http://hr.osu.edu/services/backgroundchecks.aspx
- Lima Campus: http://www.ohioattorneygeneral.gov
  o Select ‘Forms’ tab→ Under ‘For Business’, select ‘Background Check Forms’→ Webcheck Community Listing
- Mansfield Campus: http://www.ncstatecollege.edu
  o Scroll down to the bottom and under ‘About NC STATE’ you will see ‘Maps & Directions’→ Select ‘Mansfield Urban Center’ website→ Under ‘Faculty & Staff’ select ‘Human Resources’→ to the right, you will see a highlighted box titled ‘Office’. Within that box, is the contact information for Ms. Susan Elliott, with whom you need to make arrangements to have them completed.
- Newark Campus: http://newark.osu.edu
  o Scroll down to the bottom and look under ‘Other links’→ Select ‘Public Safety’ link→ Under ‘Content’, select ‘Contact Security’→ Security Office is located at ‘Warner Center 105’→ Phone number is 740-366-9237

What else do I need to know?
- The price varies depending on where you get your background checks completed. However, an average price is $63. We STRONGLY suggest going to campus for error-free processing.
- Please refer to your specific campus for submission and copy requirements.
- Background checks are only good for ONE year from the date of issue. Therefore, you will need a new background check every year you are in field placements.
Field Placement Requirements

The Office of Educator Preparation requires any student engaged in a field placement experience involving children or youths —regardless of length or purpose— to submit the following items and documents each school year (Summer term through Spring term):

1. Two Background Checks on file with the Office of Human Resources*
   - BCI&I Background Check Code: 3319.39(B3)
   - FBI Background Check Code: 3319.39
2. Student Field Experience and Clinical Practice Application Form
3. Current Resume
   - Sample Resumes may be found here.
4. Complete a Standards of Behavior form, and email/send it as indicated below.
5. Activities with Minors Video Certificate
   - Go to BuckeyeLearn and log in
   - Click “Browse Training” on left hand side of page
   - Scroll down page until the “Activities and Programs with Minor Participants Training” is visible.
   - Register for and complete the Policy Training for Year 1, 2, or 3 whichever applies to your situation.

   If this is your second year or higher completing the video and quiz, make sure to complete the correct Policy Training. Register for the course by following the above instructions and selecting the appropriate course.

   - At completion of video, there is a quiz. You will be required to save AND/OR print your certificate and email a copy of it to the email address indicated below.
   - If you have issues obtaining your certificate, please follow the F.A.Q. instructions provided.

Documents 2–5 must be on file with the Office of Educator Preparation before a student is permitted to attend their placement.

*Hard copies not acceptable. Additionally, background checks are valid for one calendar year from the date they are completed.

Student Teacher Additional Requirements

Student Teachers are also required to complete the Ohio Standards for Educator Preparation Course prior to beginning student teaching. This course is available for self-enroll within the Canvas Network. If you do not have a Canvas account, please click on the “Enroll” button, register for an account (it’s free!) with your Ohio State email address, and proceed through the course.

To submit forms, or if you have a question/issue please contact:

Joshua Maher, Quality Assurance Coordinator
Office of Educator Preparation
(614) 292-2581
maher.93@osu.edu
Here at Ohio State University, we developed an online course to address Ohio-specific requirements for educator licensure. The Office of Educator Preparation prepared the following areas of focus: Introduction to the Resident Educator Program, Ohio Operating Standards, Ohio Standards for the Teaching Profession, Ohio Standards for Professional Development, and Value-Added Progress Metrics.

Course
This course will provide candidates with an overview of Ohio-specific educator standards and processes that will influence them as practicing teachers. Each unit requires a passing score of 80% in order to unlock the next unit. In addition, each unit exposes the candidate to a different technology that perhaps they can find useful in their classrooms with their students.

What do I need to view the course?
If you plan to use a laptop or desktop computer, you will need a connection to the internet.

How do I get to the course?
The Ohio Standards for Educator Preparation course is available on the following link: https://www.canvas.net/browse/osu/courses/ohio-standards-prep

The course is available for self-enrollment within the Canvas network. If you do not already have a Canvas account, please sign up for one and proceed through the course. This course is a gateway for student teaching and must be completed in its entirety. The Canvas version is the only available version.

What are the course topics?
- Unit 1 – Resident Educator Program – technology is Prezi
- Unit 2 – Introduction to Ohio Operating Standards – technology is Screencast-O-Matic
- Unit 3 – Introduction to the Standards for the Teaching Profession – technology is Voki
- Unit 4 – Introduction to the Standards for Professional Development
- Unit 5 – Value-Added Analysis Workshop - Battelle for Kids Workshop, certificate of completion to be uploaded within the unit to Canvas

How long does it take to complete the Ohio Standards for Educator Preparation course?
You can complete the course all at once, or you can break it up into smaller pieces. On average, from beginning to end it should take no longer than two-and-a-half hours to complete.

Questions? Comments? Contact edprep@osu.edu
General Procedures

**Dress, Grooming, and Behavior** – Candidates’ dress and grooming must be consistent with the standard established for professional dress in the assigned school.

Behavior of the candidate should reflect what is expected of teachers in the assigned building before, during, and after school hours.

It is expected that the candidate will protect P-12 student confidentiality.

**Attendance, Hours, and Duties** – Candidates are expected to follow the arrival and dismissal times established by the school district for the regular teaching staff and to follow the cooperating teacher’s schedule (including any assigned lunch, bus, or playground supervision).

Candidates will follow the calendar of their assigned school, not the university calendar. Attendance at all parent conference days, in-service days, open houses, etc. is expected.

**Absence** – In case of personal illness or emergency, the candidate is to contact the cooperating teacher, the building, and university supervisor before the start of the day of absence. Be sure to obtain telephone numbers in advance. The candidate should also provide a plan and corresponding materials for the lessons he/she would have been teaching that day.

**Substitute Teaching** – Candidates are not permitted to act as substitutes for employed teachers. The candidate may teach when the cooperating teacher is temporarily out of the classroom, but may not serve as a paid substitute teacher. A paid district substitute must be in present in the room with the candidate if the cooperating teacher is absent.

**Outside Activities: Jobs and Coursework** – Student teaching is recognized as a fulltime professional commitment; therefore, jobs, coaching, and outside coursework are not recommended during the student teaching experience, nor will these activities be accepted as an excuse for failure to perform student teaching duties.

**Strikes and Work Stoppages** – In the event that the teachers in the school district strike or a work stoppage occurs, the candidate is not permitted to report for duty or be in or near the building.

**Liability Insurance** – The University does provide limited liability coverage for candidates in student teaching. However, candidates are strongly encouraged to purchase liability insurance through the Ohio Student Education Association. For questions about coverage contact the Office of Risk Management, University Treasurer.

**Mandatory Reporting of Child Abuse or Neglect** – Contact your program manager or supervisor immediately. For more information, visit:

https://www.childwelfare.gov/systemwide/laws_policies/statutes/manda.cfm

http://codes.ohio.gov/orc/2151.421v1
UNIT Eligibility –
- Minimum 3.0 overall GPA (2.75 for undergraduates enrolled fulltime before fall 2014)
- Required prerequisite program and content coursework
- Passed licensure assessments (OAE, ACTFL. etc.)
- Supervisor completed Pre-CPAST Field Experience Forms
- Must have background check (BCI&I / FBI) and all documents complete and on file in the Office of Educator Preparation
- Successfully completion of the Ohio Standards for Educator Preparation course

Minimum Student Teaching Requirements–
- Full-time student teaching starts at the beginning of the teacher day and ends at the conclusion of the teacher day (see district policy)
- Includes a minimum of 12 weeks of full-time teaching (minimum attendance of 60 days). Most programs require 14 weeks. It is strongly recommended as a buffer for inclement weather and any other unforeseen missed days, since any days less than 60 will need to be made up to meet state law.
- Minimum of 4 weeks of full-time instructional responsibilities of a classroom. This may be in a Co-Planning/Co-Teaching model.

Responsibilities –

To the School System:
- Introduce yourself to your cooperating teacher, and building principal if you had not previously been placed in that building prior to starting your student teaching
- Comply with the regulations of the building to which you are assigned
- Dress in a professional manner every day, maintain exceptional hygiene, and follow the school dress code as presented by your cooperating teacher
- Become acquainted with the resources, academic supplies, and other materials that aid instructions (whiteboards, overhead projectors, lab equipment, and other classroom tools)

To the Program:
- Represent Ohio State by displaying high levels of professionalism at all times
- Communicate openly and respectfully with supervisor and cooperating teacher

To Yourself:
- Be prepared, follow timelines, accept responsibility for your actions
- Do not use social media for any forms of communication with teachers, students, or school administration
- Do not use social media to post comments about experiences in the school
- Plan and prepare for edTPA, as it represents your knowledge and skills as a teacher
- Prove yourself to be a reliable collaborator with other teachers and professionals within the building
Student Teacher Support and Feedback Guidelines

Frequent, specific, and constructive feedback is crucial for the development of the Student Teacher to obtain the maximum benefits from their student teaching experience. How to give feedback can often be challenging. Here are a few points to consider when offering feedback:

- Provide precise praise, supported with evidence you observed from their planning/teaching
- Be specific on strengths and opportunities for improvement
- Be selective regarding the amount of changes, too many all at once can be overwhelming
- Do not give the candidate the answer. Instead, probe them to critically reflect
- Guide the candidate to create action steps for improvement
- Use personal examples for your own teaching to provide evidence
- Focus on standards, outcomes, and dispositions
- Use varied techniques to communicate feedback to your candidate oral/written (journal)
- Practice through modeling the types of improvement that can be made, and even role play
- Set specific and measurable goals
- Document and date all communication/feedback
- Set specific timelines to evaluate status of previously issued feedback

The goal of feedback is to:

Improve Instruction ↴ Provide Documentation ↴ Set Goals ↴ and Meet Standards

Caution: If a candidate is ever not on target, please reach out to the university supervisor immediately. Do not “hope” for improvement or change. The earlier we can identify and deal with issues the better the environment will be for all, especially the K-12 student.

We appreciate the work that you do and the commitment you give to helping future licensed teachers.
Cooperating Teachers

CTs provide intensive, ongoing support while modeling best practice for the pre-service candidate. CTs have a strong dedication to the teaching profession, bring forth history as highly skilled and effective teachers, and are willing to play a large role in the development of the candidates’ skills in the field.

Qualifications –
- Minimum of 3 years of P-12 teaching experience
- Current license for the content area that the student teacher is studying
- Recommended by the building principal and program manager

Responsibilities –
- Model effective pedagogy for the respective content area
- Provide opportunities for the candidate to gain experience within the classroom
- Co-plan and co-teach with the candidate as he/she is developing skills
- Provide ongoing feedback to the candidate about his/her performance
- Engage the candidate in discussions related to teaching as a profession
- Evaluate the candidate through observation instruments
- Communicate with the University supervisor on a regular basis
- Provide an environment conducive to learning and support the candidate as he/she strives to maximize his/her skills

<table>
<thead>
<tr>
<th>Early Field Experience</th>
<th>Methods Field Experience</th>
<th>Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>(observations, leading, group work, tutoring)</td>
<td>(Some teaching)</td>
<td>(Minimum of 12 weeks, including 4 consecutive weeks of full-time teaching responsibility)</td>
</tr>
</tbody>
</table>

**Frequency of contact with:**
- Candidate
- Supervisor

- Meet with the candidate during arranged times according to program requirements
- Maintain ongoing communication with the candidate and supervisor

- Meet with the candidate during arranged times according to program requirements
- Maintain ongoing communication with the candidate and supervisor

- Provide daily modeling and mentoring to the candidate
- Maintain ongoing communication with the candidate and supervisor

**Required Forms**

- Program evaluation when applicable

Cooperating teaching, candidate, and supervisor complete the following forms (supervisor records consensus data):
- Field Exp. Pedagogical form
- Field Exp. Disposition form
- Additional Program-specific forms (optional by program)

Cooperating teaching, candidate, and supervisor complete the following forms (supervisor records consensus data):
- CPAST Pedagogical midterm form
- CPAST Disposition midterm form
- CPAST 3-way Summative form
- CPAST Disposition summative form
- Additional Program-specific forms (optional by program)

**Observation Of teaching**

- Candidate will mostly observe in the setting
- Conduct formal observation(s) of the candidate if required by the program

Cooperating Teacher will observe a minimum of one to three times (full lessons or part of lessons)

Cooperating teacher will observe and discuss progress with the candidate daily.
- The minimum requirement for formal, written feedback based on observations is determined by each program
University Supervisors

University supervisors support the Conceptual Framework of the OSU Educator Preparation Unit, have strong dedication to the teaching profession, bring forth history as highly skilled and effective teachers, and are willing to mentor candidates into the teaching profession.

Qualifications –
- Minimum of three years P-12 teaching experience
- Hold or have held license or grade band experience in area which they will supervise
- Demonstrate contemporary P-12 experience
- Earned a Master’s degree, or are employed as a fulltime GTA pursuing a doctorate degree with significant oversight from a highly qualified individual

Roles –
- Assist and evaluate student teachers (interns)
- Support the cooperating teacher’s work
- Serve as a liaison between the school and the University

Responsibilities –
- Attend program-specific orientation meeting and become acquainted with the assigned candidates
- Conduct an introductory meeting with the cooperating teacher(s) that includes distributing a copy of the handbook, review applicable handbook details, and program-specific requirements and expectations
- Establish expectations with regard to lesson planning, journal, teacher work sample, videotaping, supervisory observations, conferences, assessments and other requirements
- Expected to follow the guidelines outlined below based on type and intensity of field experience

<table>
<thead>
<tr>
<th>Early Field Experience</th>
<th>Methods Field Experience</th>
<th>Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Intensity Supervision</strong></td>
<td><strong>Medium Intensity Supervision</strong></td>
<td><strong>High Intensity Supervision</strong></td>
</tr>
<tr>
<td>Frequency of contact with:</td>
<td>Frequency of contact with:</td>
<td>Frequency of contact with:</td>
</tr>
<tr>
<td>- Candidate</td>
<td>- Cooperating Teacher</td>
<td>- Candidate</td>
</tr>
<tr>
<td>Touch base</td>
<td>Touch base</td>
<td>Touch base</td>
</tr>
<tr>
<td>- Once per week OR</td>
<td>- Once per week OR</td>
<td>- Once per week OR</td>
</tr>
<tr>
<td>- Once per 2 weeks</td>
<td>- Once per 2 weeks</td>
<td>- Once per 2 weeks</td>
</tr>
<tr>
<td>Required Forms</td>
<td>Required Forms</td>
<td>Required Forms</td>
</tr>
<tr>
<td>N/A</td>
<td>Supervisor records consensus data on:</td>
<td>Supervisor documents all observations in Tk20 and aligns at least 3 with the Ohio Standards for the Teaching Profession. Supervisor documents consensus data on:</td>
</tr>
<tr>
<td></td>
<td>- Field Exp. Pedagogical form</td>
<td>- CPAST Pedagogical midterm form</td>
</tr>
<tr>
<td></td>
<td>- Field Exp. Disposition form</td>
<td>- CPAST Dispositions midterm form</td>
</tr>
<tr>
<td></td>
<td>- Additional Program-specific forms (optional by program)</td>
<td>- CPAST 3-way summative form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- CPAST Disposition summative form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Additional program-specific forms (by program)</td>
</tr>
<tr>
<td>Observation of teaching and interacting with P12 students</td>
<td>Observation of teaching and interacting with P12 students</td>
<td>Observation of teaching and interacting with P12 students</td>
</tr>
<tr>
<td>Limited – observing interactions over just a few minutes</td>
<td>Watch teaching one to three times (full lessons or part of lessons)</td>
<td>Supervisor will observe and discuss progress with the candidate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Observations must be documented in TK20. Some observations must align with the Ohio Standards for the Teaching Profession.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Number of observations is determined by the program (minimum of 3 face-to-face)</td>
</tr>
</tbody>
</table>
Unit Evaluation Forms

Unit Evaluation forms are included in Appendix C.

The Unit Evaluation Forms are a required assessment for all teacher licensure programs. These forms are required for the CAEP accreditation process, are aligned with the appropriate professional standards and Conceptual Framework of the OSU Educator Preparation Unit. The Unit assessments are meant to be general and encompass basic teaching behaviors required of all teachers. Content-specific pedagogy and dispositions are used by individual programs.

The Candidate Preservice Assessment for Student Teaching (CPAST) form must be completed during student teaching. The candidate, cooperating teacher, and supervisor complete the form at the midterm and as a summative at the end of the student teaching experience. Consensus scores are agreed upon during a conference. During the midterm evaluation, the candidate, cooperating teacher, and supervisor will create goals for the candidate to focus on for the remainder of the semester.

The CPAST form may be found in TK20.
edTPA™, formerly the **Teacher Performance Assessment**, was designed by teachers and teacher educators to support candidate learning and provide data that support preparation program growth and renewal. Aligned with Common Core State Standards and InTASC Standards, edTPA assesses teaching behaviors that focus on student learning. edTPA can be integrated with other teacher candidate assessments such as clinical evaluations, GPA, and content knowledge examinations to inform program completion decisions or as a metric for licensure. edTPA is a summative capstone assessment to evaluate readiness to teach. It is also a source of evidence for program review, teacher licensure and/or state and national accreditation.

**What is edTPA?**  
It is a subject area-specific performance-based assessment for pre-service teacher candidates centered on student learning. It is the integration of: Planning, Instruction, Assessment, and Analysis of Teaching all with attention to Academic Language.

**Who needs to complete edTPA?**  
All candidates in initial/first licensure teacher preparation program.

**When does edTPA need to be completed?**  
The edTPA process is built around three-to-five continuous days of standards-based, subject-specific classroom instruction delivered by a candidate, during student teaching or clinical experience.

**What does the candidate submit?**  
The artifacts submitted for edTPA will include: lesson plans, video clips of instruction, student work samples, analysis of student learning, reflective commentaries, and written commentary proving justification for instructional decisions.

**Where can I learn more about edTPA?**  
All the latest information about edTPA can be found on the edTPA Pearson website for candidates:  

**Where do I get help with the video portion of edTPA?**  
For students who pay Learning Technology fees as part of their tuition on the Columbus campus, contact the EHE Ed Tech Team for equipment rental, video production, audio production and multimedia production at [http://ehe.osu.edu/otel/services/](http://ehe.osu.edu/otel/services/). For students on regional campuses or enrolled in other colleges it is suggested that you contact your program/college technology support office.

**Who do I contact for questions I have about edTPA?**  
Students can contact OTEL for questions about uploading, attaching and other technical questions. Always confer with program managers and faculty about edTPA content questions.

**Where can I access resources to help me register for and submit edTPA?**  
All the latest information about edTPA at The Ohio State University can be found on the Office of Educator Preparation website:  
The last step of the journey to becoming an educator is obtaining your official teaching license. Licensure application is not a one moment responsibility, rather it is a procedural responsibility that starts months ahead of the actual application process. Below you will find some helpful steps to making sure that you are prepared, knowledgeable, and timely when applying to be recommend for a license by your program and the Educator Preparation Unit.

1.) Make sure that you have completed all required coursework for your program. Courses not yet taken, or graduation (for undergraduates) is required to be recommended.

2.) In order to be recommended for licensure, you must have first passed the required state tests for your content area. These most likely include the Ohio Assessment for Educators (OAE) pedagogical knowledge test and respective content area exam(s). For foreign language students this would be the Oral Proficiency Interview/Writing Proficiency Test (OPI/WPT) exams.

   **NOTE:** All test exam scores must be sent electronically to Ohio State University (1592). If you did not request this when you took the test, you must contact Pearson to have them sent to the university before we can process your license application.

3.) A completed program sheet must be received by the Office of Educator Preparation from your program advisor or student services office.

4.) You must have a current application online. This application can be found at [https://safe.ode.state.oh.us/portal](https://safe.ode.state.oh.us/portal)

   **NOTE:** Do not complete the application more than one month prior to completing your program.

5.) Processing time for licensure is dependent on multiple variables:
   - All test scores reported to Ohio State and listed in the Student Information System.
   - Verification, by the Office of Educator Preparation, that all requirements have been met and proper license is being requested.
   - Processing time for the Ohio Department of Education to approve license (varies from 11-30 days depending on volume).

More assistance can be found at: [http://ehe.osu.edu/educator-preparation/licensure/](http://ehe.osu.edu/educator-preparation/licensure/) including step-by-step instructions on how to apply for licensure, FAQs, and other important information.
Candidates may discuss concerns by contacting a variety of individuals. Candidates should first discuss the dilemma with the people most closely related to the concern. Educators shall display professional behavior by attempting to resolve conflict through professional, effective communication. Some of the individuals candidates may contact if a dilemma arises include the following:

- Supervisor
- Program manager
- Faculty
- Academic advisor
- Department chair
- Office of Undergraduate Services
- Associate Dean for Academic Affairs

The process of filing formal complaints is governed by the following policies:

- Departmental Student Handbook
  - See corresponding departmental website

- University’s Office of Undergraduate Education
  - http://ugeducation.osu.edu/grievances.shtml

- Graduate School Council
Important Surveys

In the process of completing a program and gaining employment, candidates will go through a multitude of experiences that shape who they are as future educators. To ensure that Ohio State is preparing its candidates for success, the university and the State of Ohio conduct surveys of candidates and alumni.

These surveys are often used in program accreditation processes and are vitally important to the overall improvement of the licensure programs. Below is a list of the surveys that a candidate would receive, who the survey is sent by, and a short description about each.

**Prior to Graduation**
- Graduation Survey – Sent by The Ohio State University
- Pre-Service Survey – Sent by the Ohio Department of Higher Education

**After obtaining Employment**
- Alumni Survey – Sent by The Ohio State University

**Participation in these surveys is greatly appreciated.**
Resources

CAEP – Learning Progressions for Teachers:

Ohio Standards for the Teaching Profession:

Ohio Standards for Professional Development:
https://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Developme/Finalstandards-professional-development_FINAL.pdf.aspx
Along your journey as a pre-service teacher, there will be many new words you will hear. Here is a list of terms and phrases that may be useful.

**3-Way Conference** – A meeting between mentor, supervisor, and intern to discuss intern progress based on specific criteria received during seminar

**Assessment** – The process of measurably documenting knowledge, skills, and outcomes of the learning community, the individual learner, or the system

**Conceptual Framework** – The underlying structure in a professional education unit that gives conceptual meaning to the unit’s operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

**Content** – The subject matter or discipline that teachers are being prepared to teach at the elementary, middle, and/or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood education, school psychology, reading, or school administration).

**Co-Planning/Co-Teaching** – The planning/instructional arrangement in which a candidate and his or her mentor teacher deliver core instruction to a diverse group of students in a single physical space; these partnerships require joint instructional decisions/shared responsibility and accountability with the emphasis on student learning

**CPAST** – Candidate Preservice Assessment of Student Teaching forms are the assessments used at the midpoint and end of your student teaching experience. These forms are similar to the field placement forms, but are the next developmental level (with appropriate areas added). The pedagogy form has general teaching skills and the dispositions form includes dispositions needed for a beginning teacher.

**Curriculum** – Courses, experiences, and assessments necessary to prepare candidates to teach or work with students at a specific age level and/or to teach a specific subject area.

**Cultural Background** – The context of one’s life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

**Disabilities** – As defined by the Americans with Disabilities Act and the Rehabilitation Act, a disability is a physical or mental impairment that substantially limits one or more major life activities. Such conditions include mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities that require special education or related services.

**Diversity** – Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The types of diversity necessary for addressing the elements on candidate interactions with diverse faculty, candidates, and P–12 students are stated in the rubrics for those elements.

**edTPA** – It is a subject area-specific performance-based assessment for pre-service teacher candidates centered on student learning. It is the integration of: Planning, Instruction, Assessment, and Analysis Teaching with attention to Academic Language.
Exceptionalities – Physical, mental, or emotional conditions, including gifted/talented abilities that require individualized instruction and/or other educational support or services.

FEEP/Introduction Courses – Refers to the First Education Experience Program; “pre-program” courses designed to give a student experience in a school setting

Field Experiences – A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters and are overseen by a University supervisor. There is no minimum number of clock hours required.

Field Placement – Generally occurs early in the program; the time and place to learn about the children, school culture, classroom curriculum, routines, and transitions, and teacher’s philosophy; over time, more responsibility is given and students begin planning lessons and managing the classroom.

Formative Assessment – Formal and informal assessment procedures used by teachers to help modify their teaching and learning activities to improve students learning

Gates – Also called Transition Points which are key points in a program when a unit assesses candidate knowledge, skills, and professional dispositions to determine if candidates are ready to proceed to the next stage in a program. CAEP Standard 3 requires transition points upon program entry, at appropriate point(s) during the program, and upon program completion

Immersion – The time during the first few days in which the candidate gets to know the community, the neighborhood, the classroom, the kids, and the mentor teacher at the beginning of his or her placement

Licensure – The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional.

Ohio Standards for Educator Preparation Course – Course located on the Canvas network which must be completed prior to Student Teaching. The course provides candidates with an overview of Ohio-specific educator standards and processes that will influence them as practicing teachers.

Methods Courses – Courses that focus on the ways, procedures, and strategies of teaching; the “how-to’s” of teaching

Mentor Teacher – also known as the cooperating teacher; An expert educator that offers guidance and support toward a candidate’s growth, knowledge, and skills in ways that prepare the individual for greater productivity or achievement in the future. The mentor teacher also evaluates and provides constructive feedback (Shea, 1992).

Practicum – Any experience, tied to a course at The Ohio State University, in a P-12 public school or accredited private school setting where a candidate enters the classroom to observe a highly qualified educator. Practicums are overseen by a University supervisor. There is no minimum number of clock hours required to be considered a practicum.

Pedagogical Content Knowledge – The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students.
**Continued**

**Pedagogical Knowledge** – The general concepts, theories, and research about effective teaching, regardless of content areas.

**Performance Assessment** – A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional, and pedagogical knowledge, skills, and professional dispositions, including their abilities to have positive effects on student learning.

**Performance Criteria** – Qualities or levels of candidate proficiency that are used to evaluate candidate performance, as specified in scoring guides such as descriptions or rubrics.

**Rubric** – Written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

**Seminar** – A course held once per week; facilitated by the program manager or faculty to reflect, discuss logistics, program requirements, and the job search

**Skills** – The ability to use content, professional, and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.

**Standards** – Written expectations for meeting a specified level of performance.

**Student Teaching** – A semester long experience where a candidate gradually assumes responsibility for lesson planning, classroom management, curriculum instruction, routines, and transitions; generally occurs at the end of the program with a goal of successfully demonstrating teaching capability. Some student teaching experiences are year-long placements.

**Summative Assessment** – A form of assessment in which teachers judge the level of learning that is taking place; judges efficacy
1. Teachers understand student learning and development and respect the diversity of the students they teach.
   - Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
   - Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
   - Teachers expect that all students will achieve to their full potential.
   - Teachers model respect for students’ diverse cultures, language skills and experiences.
   - Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

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

3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
   - Teachers are knowledgeable about assessment types, their purposes and the data they generate.
   - Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
   - Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
   - Teachers collaborate and communicate student progress with students, parents and colleagues.
   - Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

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

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

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

7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
   - Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
   - Teachers take responsibility for engaging in continuous, purposeful professional development.
   - Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.
The new teachers must strive to meet these standards. Below mentioned is the extract of INTASC standards:

**The Learner and Learning**
- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments Learners

**Content Knowledge**
- Standard 4: Content Knowledge
- Standard 5: Application of Content
- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies

**Professional Responsibility**
- Standard 9: Professional Learning and Ethical Practice
- Standard 10: Leadership and Collaboration
CAEP Educator Preparation Initial Licensure Standards

**Standard 1: Content and Pedagogical Knowledge**

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

**Standard 2: Clinical Partnerships and Practice**

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

**Standard 3: Candidate Quality, Recruitment, and Selectivity**

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

**Standard 4: Program Impact**

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

**Standard 5: Provider Quality Assurance and Continuous Improvement**

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.
Appendix D-
Unit Observation Forms

Unit Observation Form

University supervisor observations are required to meet state law. All observations should be documented in TK20. Some observations must be aligned with the Ohio Standards for Teaching Profession (OSTP) to meet state requirements. Rubrics and assignments may not be shared without permission/

DEFINITIONS:

**Observation:** A classroom observation is a formal observation of teaching while it is taking place in a P-12 classroom or other learning environment. These observations are to be performed by University Supervisors that are content-specific instructional specialists. Observations are used to provide student teachers with constructive critical feedback aimed at improving student learning, instructional technique and professionalism.

- Observations may be conducted for varying lengths of time (partial class period, or full class period).
- Observations be spread over the length of the student teaching placement.
- Ideally, observations include a pre-discussion, observation, and post debriefing session, all in the same day

Observations may be:

- Virtual – where a student teacher videos his/her classroom teaching and it is evaluated by a supervisor in another location. One example may be: the student teacher and university supervisor watch the video together and the student teacher narrates.
- More than one in a day – (this is especially applicable for placements that are a considerable drive for the supervisor). If an observation is spread over multiple lessons (2 or 3 periods, for example), then the observation may “count” as 2 lessons. However, two separate observation forms will need to be documented and uploaded

**Evidence of Observation:** Evidence of all observations must be uploaded into TK20. Evidence includes using the:

- OSU Observation Form
- Include notes on the form or
- Attach notes or
- Attach program-approved form
## Ohio Standards for the Teaching Profession (OSTP) - Check all that Apply:
- OSTP 1: Students: Teachers understand student learning and development and respect the diversity of the students they teach.
- OSTP 2: Content: Teachers know and understand the content area for which they have instructional responsibility.
- OSTP 3: Assessment: Teachers understand and use varied assessment to inform instruction, evaluate, and ensure student learning.
- OSTP 4: Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.
- OSTP 5: Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.
- OSTP 6: Collaboration & Communication: Teachers collaborate & communicate w/ other educators, administrators, parents, & community to support student learning.
- OSTP 7: Professionalism: Teachers assume responsibility for professional growth, performance, & involvement as an individual and a member of a learning community.

### Notes and Comments (either put notes here or attach)
- Supervisors may select to either 1) use this form or 2) use a program approved observation form

<table>
<thead>
<tr>
<th>What is working?</th>
<th>Current Focus – Challenges – Concerns</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Candidate’s (Intern) Next Steps:</th>
<th>University Supervisor’s Next Steps:</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher (Mentor) Next Steps:</th>
<th>Next Meeting Date:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

| Next Meeting Focus: | |
|---------------------| |
Accessing Student edTPA Portfolio Voucher Info

Note, requires a paid, active “Student” level account.

1.) Click on Preferences under Home in the side menu.

NOTE:

If you have been issued an edTPA voucher code, use it when you register for your edTPA with Pearson.

Refunds for out-of-pocket payments cannot be guaranteed.

See page 14 of the Registration Overview document to see where to enter the code on the registration page.
2.) Within the preferences menu, click on Profile to open the student’s information.

3.) Scroll to the bottom of the Basic tab under Profile to locate edTPA Portfolio Voucher Number & Expiration Date. The voucher code is the alpha-numeric code listed to the right of the edTPA Portfolio Voucher Number field.
Accessing Student edTPA Portfolio Voucher Info

Note, requires a paid, active “Student” level account.

1.) Click on Preferences under Home in the side menu.

**NOTE:**

If you have been issued an edTPA voucher code, use it when you register for your edTPA with Pearson.

Refunds for out-of-pocket payments cannot be guaranteed.

The OAE Voucher has a value of $105.00. If your OAE test is more expensive, you will have to pay the remaining balance out of pocket at the time of registration.

See the How to use the OAE Voucher page in this document to see where to enter the code on the registration page.
2.) Within the preferences menu, click on Profile to open the student’s information.

3.) Scroll to the bottom of the Basic tab under Profile to locate edTPA Portfolio Voucher Number & Expiration Date. The voucher code is the alpha-numeric code listed to the right of the OAE Testing Voucher Number field.
How to use the OAE Voucher

After you have selected the test you will take, on the “Payment” page click on the “Enter a Voucher” link. Put in and submit the alpha-numeric number you received (visible in TK20, see previous page in this document).

OAE Vouchers are generally sent before the end of the second semester of paying the Educator Preparation Voucher on your Tuition and Fees Statement.
Main Idea: Teaching is a problem solving process. The problem usually consists of learning how students CAN learn, and then doing what it takes to get that learning to happen. For interns to become problem solvers in urban environments, they must have regular opportunities to identify problems in practice, create a solution strategy, experiment with the proposed strategy, and then reflect on the process.

**Apprenticeship Model** – Mention and Intern always work together (see figure below).

**The Daily Routine**

**Co-Planning**
- Making better Tasks
- Asking better questions
- Tasks for soliciting student thinking
- Tasks that provide opportunity for finding evidence of learning

Questions to help guide the planning process:
- What do we want students to learn?
- How will we know if they learned?
- How are we going to get that learning to happen?
- How do we gather knowledge in the classroom and make use of it?
- How do we assess for learning?

**Co-Teaching**
- Mentor and Intern working together to set the task
- Mentor and Intern learn how students learn
- Mentor and Intern make use of student knowledge in the classroom
- Circulating the room to find evidence of learning
- Collecting artifacts of student work.

Questions to help guide the instruction process:
- What is evidence of learning?
- How do we document the evidence of learning that occurred (or not)?
- How do we widen our lens about what counts for learning?

**Co-Planning for future lessons**
- How do we use what we gathered to plan for future learning?

**The Apprenticeship Model for Student Teaching**