

SCHOOL OF
TEACHER EDUCATION

Shawnee State University

Clinical Practice
Handbook

2017-2018

Academic Year

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Introduction to Field Experience and Teacher Candidate Preparation at Shawnee State University

- ✓ Vision
- ✓ General Requirements for Clinical Experience
- ✓ Clinical Model in the Professional Year
 - ✓ Required Field and Clinical Hours Overview
 - ✓ School and University Agreements
 - ✓ Five Domains of Candidate Preparation Expectations

Vision

The complexities of the teaching profession are unrivaled by almost any other. Teachers are decision-makers and change agents in the lives of students and the lives of schools. As such, they have the tremendous responsibility of influencing what students learn, how students learn, and how students think about themselves.

The vision of the teacher education program at Shawnee State University is that of a reflective and inquiring professional. Assuming that teachers continue to develop over time cognitively, technically, and professionally, the program emphasizes dispositions of life-long learning in addition to the acquisition of specific skills and knowledge.

The Shawnee State University teacher education program seeks to lead teacher candidates to a greater mastery of teaching specialization, an increased understanding of the liberal arts perspective, a wider context within which to make good choices, a research-based professional education core, and a greater sense of the need to contribute to the present community through their service and to future communities through their students' lives.

General Requirements for Clinical Experience

All candidates at Shawnee State University go through an extensive preparation process before being approved for Clinical Practice. To be eligible for the student teaching clinical experience all candidates must:

- Complete a Statement of Good Moral Character on the application
- Submit professional and personal letters of recommendation
- Completed all coursework for their content area(s) with a minimum of 3.0 GPA in their content curriculum courses
- Earn a C+ or better in all Professional Education, Related Studies, and General Education Program courses
- Maintain an overall GPA of at least 2.75
- Have a current BCI & FBI background check on file
- Complete the SSU Domains of Teacher Capacity on the application
- Take and pass the Ohio Assessment for Educators exam(s) for their licensure area(s).

Field Experience

At Shawnee State University we integrate field experiences into the programs from the first education course taken. The experiences begin by exploring learning environments and progresses to engaging learners in content knowledge, assessment and instruction all the while continually developing the necessary communication and professional skills to be an effective educator. Almost every semester includes a field experience.

Clinical Practice

Clinical Practice (student teaching) is a critical element in the development of qualified teachers. It provides teacher candidates with a cumulative, integrative experience that enables them to apply their previous course work and professional experiences under the guidance of a qualified classroom teacher and a university supervisor.

Clinical practice is a collaborative experience between Shawnee State University and our partner schools. The clinical faculty, university supervisor, and teacher candidates are the core of the clinical experience. The clinical school administrators and staffs, along with the SSU Department of Teacher Education, provide the necessary support to insure a successful clinical teaching experience.

Clinical Model in the Professional Year

The Department of Education piloted a new clinical model with Early Childhood majors at Portsmouth Elementary School during the 2014-2015 school year. Teacher candidates began working with their clinical faculty during the field experience associated with the methods courses in the fall semester of the Professional Year (the senior year) and remained in their classrooms throughout the whole school year until the end of the spring semester. Teacher candidates gained deeper understanding of the curriculum requirements and school environment, and developed strong relationships with the students and clinical faculty with whom they worked.

For the 2015-2016 school year, the clinical practice was expanded to include MC and AYA majors at Portsmouth Middle and High Schools. Now the Department is branching out to other partner schools with the clinical model innovation. We have placed our teacher candidates in about 20 schools throughout the region during the 2016-2017 academic year.

Main differences between the traditional student teaching model and clinical teaching model:

Adapted from *the Gladys W. and David H. Patton College of Education's Clinical Model of Preparation, Ohio University*

What's different about the Clinical Model?

Traditional Student Teaching Model

(Course Based Teacher Preparation, Candidate and college focused)

Teacher training is the priority
 Student teacher
 Student teacher teaches alone
 Fragmented field experiences (partial-year)
 Course-based
 Focus on applying theory to practice
 Little support for teacher mentoring
 Cooperating teacher

Benign neglect of advocacy and social justice
 Passive antagonism between colleges and schools
 Disengaged placement of candidates
 Legislative bodies and corporations lead
 Miscommunication and disconnects
 Self-interest or self-preservation
 Low confidence/Limited impact
 College classroom-based outcomes

Clinical Model

(Clinically-Based Teacher Preparation, P-12 learner/school/community focused)

P-12 learning is the priority
 Professional intern
 Co-teaching to improve student learning
 Sustained Clinical experiences (year-long)
 Practice-based
 Focus on deriving theory from practice
 Significant support for teacher mentoring
 Mentor teacher

Advocacy and social justice
 Collegial collaboration
 Outreach and engagement
 Teachers and educators lead
 Communications and connections
 Common good or public good
 High confidence/ High impact
 School performance-based outcomes

Required Field and Clinical Hours Overview

Courses	Qualifications	Hours	Assessment	Note
EDXX4000 level methods courses	Level 3 – Professional Year Review	126, in licensure area settings	Dispositions, 3-Way Eval, Course Assignments	Phase I of Clinical Model
EDXX4900 Clinical Teaching	Level 3 – Professional Year Review OAE content test	Full time for the whole semester at least 450 hours	Dispositions, 3-Way Eval, SPA Specific Eval, Course Assignments	Phase II of Clinical Model, Students counted as “Program Completers”
		Total Pre-Clinical Hours: 255 Total Clinical Hours: 450		

Continuum of Curriculum, Field Experience, and Clinical Practice

The NCATE Blue Ribbon Panel report, [“Transforming Teacher Education Through Clinical Practice: A National Strategy to Prep our Effective Teachers”](#) has resulted in viewing our field experiences with new eyes. Our experiences have always been purposefully designed to develop candidates’ abilities as teachers. These experiences naturally fall into a continuum of curriculum, field experience, and clinical practice as recommended by CAEP/NCATE and are aligned with the [Ohio Standards for the Teaching Profession](#) and our “Five Domains of Teacher Capacity.”

As noted in the departmental 3-way assessment, candidates begin their preparation in the *Ineffective Stage*: Gaining knowledge concerning the foundational principles of teaching. They then progress to the *Developing Stage*: Beginning understanding and developing skills for teaching. And finally during their senior year of clinical practice they are at the *Skilled Stage*: Demonstrating the knowledge, skills and dispositions necessary to be a successful teacher.

During the course of the clinical year, the Department of Teacher Education faculty members will work with teacher candidates and school clinical faculty to support the clinical model program. Members of the triad will work together to support P12 learners in the classroom by communicating expectations, collaborating on lessons, making changes to coursework at both school and university levels. See table on page 5 for specific examples of collaboration

Co-Teaching and Clinical Practice

Also during the course of the clinical year, teacher candidates will be expected to participate in co-teaching. Candidates are expected to co-plan, co-teach, and co-assess a variety of lessons with their school clinical faculty. In the beginning, perhaps during methods classes, strategies may include one teach/one observe or one teach/one assist. Later on during methods and into student teaching other co-teaching strategies may be used. There are seven strategies at the heart of the co-teaching model as described below. They can be used in anyway the partners deem appropriate to effectively meet the needs of the students with whom they work. However, it is important for co-teaching to be incorporated into both methods and student teaching.

1. **One teach; one observe** – One has primary instructional responsibility while the other gathers data regarding teaching and/or learning as specified before the lesson.
2. **One teach; one assist** – One has primary instructional responsibility while the other the other assists students with their work, monitors behaviors or corrects assignments.
3. **Station teaching** – The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the other teacher led stations.
4. **Parallel teaching** – Each teacher instructs half the students. The two teachers address the same instructional material and present the material using the same teaching strategy.
5. **Supplemental teaching** – This strategy allows one teacher to work with students at their expected grade level while the other teacher works with the students who need the information and/or the materials retaught, extended or remediated.
6. **Alternative (differentiated) teaching** – The two teachers use different approaches to teaching the same information.
7. **Team teaching** – Both teachers are actively involved in teaching the lesson by sharing the instruction in a fluid way as deemed appropriate for the situation.

Five Domains of Teacher Capacity

“SSU is an NCATE/CAEP accredited institution preparing learner-centered, inquiring professionals.”

The Shawnee State University teacher candidates are expected to possess knowledge, skills, and dispositions in the following five domains of teacher capacity:

1) The candidate is well grounded in general studies and the specific discipline area(s).

Knowledge: A broad general education essential for an educated person. An in-depth working knowledge in specific discipline area(s).

Skills: Enable learners to understand patterns of thinking specific to the discipline(s).

Dispositions: Value and practice inclusive orientation to learning.

2) The candidate understands the nature of human development and learning in working with diverse learners.

Knowledge: Principles of human growth and development. Epistemological and psychological understanding of human learning.

Skills: Communicate challenging expectations according to learner readiness. Use multiple instructional strategies responsive to learners’ cultural and developmental needs.

Dispositions: Demonstrate sensitivity to all learners. Support positive learner self-concept by fostering learner success. Assist learners in clarifying beliefs, attitudes, and values as well as fostering cognitive development.

3) The candidate demonstrates sensitivities to learning contexts and environments.

Knowledge: Social, political, philosophical, historical, ethical, and legal contexts of teaching and learning in American society. Changes in family settings and social contexts and the impact on teaching and learning.

Skills: Create and manage safe, fair, and supportive learning environments. Communicate and cooperate with parents and other professionals in working with diverse students.

Dispositions: Value and advocate communication and collaboration in learning communities. Establish empathic, cooperative relationships with and among all learners.

4) The candidate employs effective teaching strategies to ensure the learning outcome.

Knowledge: Content pedagogy theories. Curriculum alignment within a discipline and across curriculum.

Skills: *Planning* - Develop multiple perspectives by integrating disciplines, learners’ interests, and technological resources. Select and organize instruction to connect learner experience in and outside the classroom.

Instruction- Make content comprehensible to learners. Guide learners toward constructing knowledge through a variety of experiences. Encourage critical and divergent thinking. Use instructional time effectively.

Management - Demonstrate effective classroom management.

Evaluation - Monitor and evaluate learning through a variety of means. Modify instruction based on learning.

Dispositions: Be accountable for learning. Continuously assess and improve instruction for diverse learners.

5) The candidate practices professionalism.

Knowledge: Moral and legal responsibilities of a professional teacher. Approaches to reflectivity and inquiry.

Skills: Reflect on beliefs and conduct as a professional teacher. Participate in professional activities. Observe school policies and procedures.

Dispositions: Continue to inquire and grow as a professional. Model life-long learning.

Clinical Practice by Licensure Programs

- ✓ Clinical Practice Description
- ✓ Responsibilities of a Teacher Candidate
- ✓ Expectations for Attendance
- ✓ Additional Information
- ✓ Assessment of Clinical Teaching

Clinical Practice Description

Clinical Practice (student teaching) is the culminating experience for teacher candidates. The purpose of clinical practice is for the teacher candidate to implement and integrate the knowledge, skills and dispositions practiced in the previous field placements. The teacher candidate works collaboratively with the clinical faculty and the university supervisor to eventually take complete control of the classroom. All planning, preparing, teaching, and assessing are done by the teacher candidate for **a minimum of six weeks** of the semester. The placement model varies depending upon the licensure of the candidate. Teacher candidates are encouraged to communicate with the clinical faculty before the semester begins and offer assistance with classroom setup, materials preparations, or bulletin boards, for example.

Early Childhood:

The Early Childhood (EC) teacher candidate is placed in grade K-3. The grade level is determined by previous assignments. There could be one or two cooperating teachers. If one teacher teaches all content areas, then there is only one assignment. In some schools, the teachers are responsible for only one or two subjects. In these cases, the candidate will be placed with two teachers in order to have practice teaching in all subject areas. **The placement officially begins the first day of the clinical school semester and ends the last day of Shawnee State's classes, which includes finals week.**

Middle Childhood:

The Middle Childhood (MC) teacher candidate is placed in two content areas in grades 4-9 according to their licensure. The grade level may vary for each content area and is

determined by previous placements. The school building could also be different for each content area. Usually there are two clinical faculty teachers, one for each subject. The pre-service teacher is assigned to one teacher for 8 weeks and then moves to the second cooperating teacher for the remainder of the semester. However, there are occasions when one teacher is instructing in both subject areas. In this assignment, the candidate would have one teacher for the entire semester.

Adolescent to Young Adult:

The Adolescent to Young Adult (AYA) teacher candidate is placed in grades 7-12. Most often there is one clinical faculty teacher, but on occasion when it benefits the teacher candidate, two clinical teachers will be assigned. All previous grade levels and subjects taught are considered when requesting a clinical faculty for the AYA candidate.

Visual Arts:

Visual Arts (VA) is a multi-age license. Because of this, the teacher candidate may be placed at any range of grade levels from PreK-12, but the placement is usually with one clinical faculty. All previous grade levels are considered when requesting a clinical faculty for the VA candidate.

Intervention Specialist:

Intervention Specialist (IS) teacher candidates have a unique clinical practice. It is split between two semesters in different age ranges according to the specific licensure.

The Multi-age (mild moderate) K-12 IS teacher candidate is placed in a K-5 setting in the fall semester and a 6-12 setting in the spring semester.

The Early Childhood IS (moderate to intensive) teacher candidate is placed in Pre K-3 settings both semesters.

Responsibilities of a Teacher Candidates

The teacher candidate enters into a partnership with the clinical faculty and the university supervisor as he/she continues in the teaching and learning process and gradually assumes the role of teacher. **The responsibilities and expectations of a teacher candidate include, but are not limited to the following:**

- Acquainting the clinical faculty with pertinent background information about herself/himself.
- Conducting herself/himself in a manner appropriate to her/his position in the school.
- Informing the clinical faculty and the university supervisor of any absences or schedule changes.
- Becoming acquainted with professional, clerical, and service personnel and their functions.
- Familiarizing themselves with the school campus. (Where to eat, park, emergency procedures, bus duties, etc.)
- Assisting with any class procedures and duties expected of a classroom teacher
- Familiarizing herself/himself with the curriculum as adopted by the school.
- Becoming acquainted with the students and their individual needs.
- Gradually assuming full teaching responsibilities and other duties as assigned.
- Continually reflecting upon his/her own work.
- Attending scheduled conferences and seminars.
- Adhering to the calendar and daily schedule of both the school and classroom. The pre-service teacher will be provided with weekly scheduling forms on which she/he will record the routine class times and activities in her/his classroom. On this form, the pre-service teacher will also indicate times that she/he is responsible for the class.

SEMINARS

- The teacher candidate is required to attend a weekly seminar that will be conducted by the university seminar instructor. Time, place, and structure for the seminar will be provided by the course instructor.
- The Clinical Teaching seminar provides the teacher candidate with the opportunity to reflect on his/her professional performance in a structured way and to continue to develop critical knowledge and skills. Through the activities of the Clinical Teaching seminar, the teacher candidate will continue to develop the dispositions of a professional educator.
- During the seminar, the teacher candidate should complete any remaining state mandated testing that is required in preparation for receiving his/her teaching license.

LESSON PLANS

- Daily lesson plans are to be completed by Thursday of each week, covering a five day period, with daily contents clearly indicated. **The student will develop complete lesson plans for all content areas for which she/he is responsible.**
- Lesson plans will be submitted to the clinical faculty for review and approval on Thursday of the week preceding execution.
- All lesson plans are to be written in the required SSU format and kept in a notebook in the classroom so that they are readily available for review by the university supervisor at all times.

It is recommended that the lesson plan binder be placed in a specific location for the review of the university supervisor upon entering the classroom.

RESPONSIBILITIES OUTSIDE THE CLASSROOM

- The teacher candidate should take part in all regularly assigned meetings and functions of the clinical faculty (faculty, grade level, in-service, etc.). When possible, the teacher candidate will accompany the teacher. Active participation by the candidate is expected.
- Assisting with school related activities scheduled outside of school hours: parent conferences, athletic events, PTA meetings (not to exceed twice a week).

PROFESSIONAL CONDUCT

- Teacher candidates are expected to conform to standards as specified by the school's handbook or by the administrator in charge.
- Confidentiality is required of the teacher candidate. It is unprofessional to discuss confidential information about students and colleagues on or off school property. Pre-service teachers should address all problems/situations with the teacher, university supervisor, or seminar instructor.
- Dress should be professional and appropriate for the context of the teaching situation.
- Standard English is appropriate for the classroom. Remember, teachers are models for the students in the classroom.
- Mobile devices such as cell phones, tablets, etc. should be for classroom use only. The teacher candidate should follow and respect the field site's policy on mobile technology. The use of mobile devices for personal use is prohibited.
- As a representative of Shawnee State University, you will be held to the SSU Student Conduct Code (found on the SSU website).
- Refer to and become familiar with Licensure Code of Professional Conduct for Ohio Educators located at education.ohio.gov/...Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed

REQUIRED HOURS/TIMESHEETS

- Teacher candidates must complete a **minimum** of 450 hours during the student teaching experience. **All hours must be completed to graduate.**
- Each full day in the field is counted as 7 hours
- Hours should be logged and kept on a timesheet to be signed by your cooperating teacher
- Any teacher candidate, who reaches 450 hours in the field before the end of the semester, will continue to report to his/her field placement until the last regularly scheduled day.

Expectations for Attendance

- Clinical practice begins the first day of the school calendar and is concluded at the end of the 16 week semester (excludes finals week).
- Teacher candidates are expected to follow the calendar of the school to which she/he is assigned. This includes spring break, holidays, and make-up days.
- Teacher candidates will follow the same hours and the same regulations regarding attendance as the clinical faculty.
- **Attendance is required** and no teacher candidate should offer outside activities or university coursework as an excuse for not performing the functions of a teacher candidate during the clinical teaching experience.
- **Varsity athletes are required to make up any hours/days that are missed in the field due to competition.** The student athlete must notify both the cooperating teacher and the university supervisor and be excused prior to the absence.
- Tardiness is not acceptable, follow the teacher's schedule.
- Teacher candidates are **permitted two absences for illnesses.** Any additional days will be made up during the week of finals. A clinical placement may be extended beyond the semester to ensure the correct number of days has been met. Teacher candidates will be excused for the funeral of immediate family (mother, father, sister, brother, spouse, same sex domestic partner, grandparent, grandchild, in law, legal guardian, Step parents and siblings)
- In case of illness, the teacher candidate should notify the university supervisor between 6:30 a.m. and 7:00 a.m. and the clinical faculty by 7:00 a.m. Students must present documentation from a treating physician or health care provider, accompanied by the appropriate history and documentation specifying the nature of the medical condition and the restrictions on attendance to their university supervisor or seminar instructor. Students must also provide verified documentation as is required of all other emergencies resulting in loss of instructional time.
- If possible, teacher candidates should arrange for a leave of absence from any part-time or full-time employment outside of the clinical teaching experience. Clinical teaching is a full-time position.
- In case of inclement weather, the student is to follow the same plan and procedures as the clinical faculty. **One-hour or two-hour delay days may be counted as a full field day by the teacher candidate.**

Additional Information

SUBSTITUTE TEACHERS

- The teacher candidate may be on assignment only under the supervision of a certified/licensed person. Should a situation arise where the cooperating teacher to whom a teacher candidate is assigned becomes ill or has an emergency for a portion of the day, it would not seem unreasonable for a principal to ask the teacher candidate to assume direction of the class for such a portion of the day if she/he judges the pre-service teacher capable of carrying out this responsibility with adequate certified/licensed supervision. Teacher candidates are assigned for the purpose of clinical teaching only; they do not have a legal connection with a school system. **Teacher candidates are not to be placed in lieu of a substitute teacher.**

CORPORAL PUNISHMENT

- The teacher candidate does not have legal status of certificated/licensed personnel and is never to administer corporal punishment.

STRIKES

- State assisted universities have adopted the following policy concerning strikes: “The teacher candidate will not report for duty or be in or near the building of his/her assignment or any other school district facility when strikes or work stoppages occur.”

Assessment of Clinical Teaching

Both formative assessment and summative evaluation are used to measure candidate’s growth in knowledge, skills, and dispositions as described in the conceptual framework. The assessment is a collaborative team effort by the clinical faculty, university supervisor, and candidates themselves.

Formative Assessment:

- Dispositions – Assessed by the clinical faculty and university supervisor, to complete the Dispositions Form on the TK20 system. See sample Dispositional Assessment Form next page.
- Teaching Observation – Assessed by the clinical faculty and university supervisor using the Narrative Observation Form or other note taking methods chosen by faculty

Summative Evaluation:

- Dispositions – Evaluated by the clinical faculty and university supervisor, to complete the Dispositions Form on TK20 at the end of clinical teaching

- Midterm Evaluation on candidate performance – The clinical faculty, university supervisor, and the candidate each complete the 3-way evaluation form prior to a scheduled meeting – the 3-way conference to discuss the candidate’s performance, identify areas for improvement and support strategies. See sample SSU Teacher Candidate Performance Assessment 3-Way form later in this section.
- Final Evaluation on candidates’ performance – The clinical faculty, university supervisor, and the candidate, each complete the 3-way evaluation form and program-related SPA specific evaluation form A final evaluation meeting is held at the end of the clinical experience.

(Sample Dispositional Assessment Form)

**Shawnee State University
Dispositional Assessment**

Scale: 3-Always 2-Most of the time 1-Sometimes 0 –Never N/A -not observed

Domain 1 Value and practice inclusive orientation to learning

- 3 2 1 0 N/A Demonstrates a commitment to remain current in content knowledge (able to teach content required by the school district)
- 3 2 1 0 N/A Demonstrates knowledge of concepts learned and strategies for teaching subject area
- 3 2 1 0 N/A Makes content knowledge comprehensible to students
- 3 2 1 0 N/A Helps students make meaningful connections to other content areas

Comments:

Domain 2 Demonstrate sensitivity to all learners. Support positive learner self-concept by fostering learner success. Assist learners in clarifying beliefs, attitudes, and values as well as fostering cognitive development

- 3 2 1 0 N/A Solicits feedback from others
- 3 2 1 0 N/A Demonstrates sensitivity and fairness to cultural and individual differences in the class (i.e., special education, gifted, at-risk, minority etc.)

Comments:

Domain 3 Values and advocates communication and collaboration in learning communities. Establishes empathic, cooperative relationships with and among all learners

- 3 2 1 0 N/A Provides a physical environment that is safe and conducive to learning
- 3 2 1 0 N/A Treats self and others with respect
- 3 2 1 0 N/A Provides information to all constituents in a professional and timely manner, and honors confidentiality. (Confidentiality also includes social media use. Never, ever post anything on any social media site that has to do with the students, teachers, or schools with whom you are working.)

Comments:

Domain 4 Is accountable for learning. Continuously assesses and improves instruction for diverse learners.

- 3 2 1 0 N/A Completes lesson plans/assignments in a timely manner
- 3 2 1 0 N/A Be prepared for instruction (all materials and lesson plans in place)
- 3 2 1 0 N/A Ability to adapt instruction to meet needs of all students
- 3 2 1 0 N/A Communicates effectively orally (articulate, animated, few grammatical errors)
- 3 2 1 0 N/A Communicates effectively in writing
(clear organization of ideas, few misspellings and grammatical errors).
- 3 2 1 0 N/A Displays with-it-ness (shows awareness of entire classroom while instructing)
- 3 2 1 0 N/A Able to multi task
- 3 2 1 0 N/A Initiates the process of asking to participate in the teaching environment
(offers to help instead of observe, greets individuals who enter classroom)
- 3 2 1 0 N/A Participates with others in a collaborative manner (duties, team building Meetings)
- 3 2 1 0 N/A Demonstrates effective decision-making and problem solving skills
- 3 2 1 0 N/A Displays enthusiasm about teaching subject area
- 3 2 1 0 N/A Encourages students to extend their thinking
- 3 2 1 0 N/A Demonstrates good classroom management skills

Comments:

Domain 5 Continues to inquire and grow as a professional

- 3 2 1 0 N/A Maintains a professional appearance
- 3 2 1 0 N/A Punctual –arrives on time
- 3 2 1 0 N/A Electronic devices are turned off & put away
- 3 2 1 0 N/A Follows through when given suggestions for improvement
- 3 2 1 0 N/A Participates in professional development activities

Comments:

(SSU Teacher Candidate Performance 3-way Evaluation Form next page)

Section 2: Clinical Practice

SSU Teacher Candidate Performance Assessment – The “3-Way” Evaluation Form

Domain I	Ineffective	Developing	Skilled	Not Observed
The SSU teacher candidate is well grounded in general studies and the specific discipline area(s). (OSTP 2; InTASC 4, 5)				
1. Teacher candidates know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.				
2. Teacher candidates understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.				
3. Teacher candidates understand school and district curriculum priorities and the Ohio academic content standards.				
4. Teacher candidates understand the relationship of knowledge within the discipline to other content areas.				
5. Teacher candidates connect content to relevant life experiences and career opportunities.				
Evidence				
Domain II	Ineffective	Developing	Skilled	Not Observed
The SSU teacher candidate understands the nature of human development and learning in working with diverse learners. (OSTP 1; InTASC 1, 2)				
1. Teacher candidates display knowledge of how students learn and of the developmental characteristics of age groups.				
2. Teacher candidates understand what students know and are able to do and use this knowledge to meet the needs of all students.				
3. Teacher candidates expect that all students will achieve to their full potential				
4. Teacher candidates model respect for students’ diverse cultures, language skills and experiences.				
5. Teacher candidates recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.				
Evidence				

Section 2: Clinical Practice

Domain III	Ineffective	Developing	Skilled	Not Observed
The SSU teacher candidate demonstrates sensitivities to learning contexts and environments. (OSTP 5; InTASC 3)				
1. Teacher candidates treat all students fairly and establish an environment that is respectful, supportive and caring.				
2. Teacher candidates create an environment that is physically and emotionally safe.				
3. Teacher candidates motivate students to work productively and assume responsibility for their own learning.				
4. Teacher candidates create learning situations in which students work independently, collaboratively and/or as a whole class				
5. Teacher candidates maintain an environment that is conducive to learning for all students				
Evidence				
Domain IV	Ineffective	Developing	Skilled	Not Observed
The SSU teacher candidate employs effective teaching strategies to ensure the learning outcome. (OSTP 3,4; InTASC 6, 7, 8)				
1. Teacher candidates are knowledgeable about assessment types, their purposes and the data they generate.				
2. Teacher candidates select, develop and use a variety of diagnostic, formative and summative assessments				
3. Teacher candidates analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.				
4. Teacher candidates collaborate and communicate student progress with students, parents and colleagues.				
5. Teacher candidates involve learners in self-assessment and goal setting to address gaps between performance and potential				
6. Teacher candidates align their instructional goals and activities with school and district priorities and Ohio's academic content standards.				
7. Teacher candidates use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.				

Section 2: Clinical Practice

8. Teacher candidates communicate clear learning goals and explicitly link learning activities to those defined goals.				
9. Teacher candidates apply knowledge of how students think and learn to instructional design and delivery.				
10. Teacher candidates differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.				
11. Teacher candidates create and select activities that are designed to help students develop as independent learners and complex problem-solvers.				
12. Teacher candidates use resources effectively, including technology, to enhance student learning.				
Evidence				
Domain V	Ineffective	Developing	Skilled	Not Observed
The SSU teacher candidate practices professionalism. (OSTP 6,7; InTASC 9,10)				
1. Teacher candidates communicate clearly and effectively.				
2. Teacher candidates share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.				
3. Teacher candidates collaborate effectively with other candidates, clinical faculty and school staff.				
4. Teacher candidates collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.				
5. Teacher candidates understand, uphold and follow professional ethics, policies and legal codes of professional conduct.				
6. Teacher candidates take responsibility for engaging in continuous, purposeful professional development.				
7. Teacher candidates are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.				
Evidence				

*Elements Provided by Ohio Standards for the Teaching Professional

Clinical Team Roles

- ✓ The Role of the Clinical Faculty
- ✓ The Role of the Principal/Central Office
- ✓ The Role of the University Supervisor

The Role of the Clinical Faculty

The clinical faculty play a key role in the education of a teacher candidate. She/He holds an appropriate standard certificate or license, has a minimum of three years of successful teaching experience (at least one of which is in the grade/area in which the teacher candidate will teach), and is endorsed by the building principal or other district administrator. The Clinical faculty willingly assumes the daily guidance of a teacher candidate for an eight or sixteen-week period, depending on license. The responsibilities of the clinical faculty include the following:

- Becoming knowledgeable about the policies and procedures, philosophy, and objectives of the Shawnee State Teacher Education Program.
- Becoming thoroughly acquainted with the background of the teacher candidate.
- Orienting the teacher candidate to the school by informing her/him about the:
 - School Curriculum
 - School building and grounds
 - Policies and procedures of the school
 - Class schedules
 - Special programs
- Creating a positive climate for the teacher candidate by:
 - Preparing the class for the teacher candidate's arrival.
 - Providing the teacher candidate with information about the class.
 - Introducing the teacher candidate to students, faculty members, clerical staff, and service personnel.
 - Providing the teacher candidate with instructional materials, a suitable work space/desk for her/his materials, and access to other materials.
 - Encouraging innovative lesson plans and techniques.

- Allowing the teacher candidate to share teaching responsibilities with a minimum of difficulty by:
 - Modeling good teaching techniques
 - Providing the teacher candidate with opportunities to teach under guidance for appropriate periods of time before assuming full teaching responsibility.
 - Implementing co-teaching strategies to build confidence and teaching abilities.
- Providing the teacher candidate with frequent feedback that includes:
 - Daily discussion of activities and progress.
 - Weekly conference for review of plans, lessons, materials and techniques.
 - Completion of four written observations using the field narrative forms on Tk20.
 - Completion of the appropriate Midterm and Final comprehensive 3-way Field Evaluation forms in TK20. After which, a formal conference will be held between the three involved parties to go over the form and discuss the performance and growth of the student.

The Role of the Principal/Central Office

As building administrator and instructional leader, the principal is encouraged to serve in the following capacities:

- Advise the appropriate SSU school administrator and/or the University's Coordinator of Field and Clinical Experiences in the selection of clinical faculty and in the placement of teacher candidates.
- Interview the teacher candidate prior to placement to ensure that a cooperative relationship can be established among all parties.

The Central Office and /or Individual School Administrative Personnel

The participating school district may designate one person at the central office level to serve as liaison between the school district and the university. The responsibilities of the central office liaison generally include the following:

- Help formulate district wide policies that apply to the clinical teaching program.
- Serve as a liaison between the school system and the university regarding the Teacher Education Program and/or problems and concerns.

- Visit the teacher candidate briefly in her/his classes and confer with the teacher candidate, cooperating teacher, and the university supervisor about the teacher candidate's competence as a potential teacher
- Ensure that the teacher candidate does **NOT** assume the role of substitute teacher.

The Role of the University Supervisor

The university supervisor is a member of the teacher education faculty who works cooperatively with school personnel to assure the highest quality experiences for the pre-service teacher for whom she/he has assumed supervisory responsibilities. These responsibilities include, but are not limited to the following:

- Representing SSU and participating in the Student Teacher Orientation event.
- Promoting an understanding of SSU's teacher education program with cooperating school personnel.
- When called upon, serving as a consultant or resource person for the clinical faculty.
- Assisting and advising school personnel with problems concerning teacher candidates.
- Becoming familiar with the background of each teacher candidate for whom she/he has supervisory responsibility.
- Serving as an advocate for each teacher candidate for whom she/he has supervisory responsibility.
- Observing the teacher candidate bi-weekly and providing her/him with a handwritten copy of the progress report or electronic report on Tk20. Handwritten forms must be scanned and uploaded to Tk20 as a pdf.
- Completing the appropriate Midterm and Final comprehensive 3-way Field Evaluation forms in TK20.
- Scheduling and conducting the formal conferences between the three parties involved to discuss the performance and growth of the student.
- Participating in teacher candidate's weekly student teaching seminar as needed.
- Determining the teacher candidate's final grade (pass/fail) and reporting the final grade to the student teaching seminar instructor prior to grades being due.

License Requirements

- ✓ Procedures for Licensure Applications
- ✓ Ohio Department of Education Resident Educator Licensure Requirements
- ✓ Kentucky Educator Standards Board Certificate Requirements

Procedures for Licensure Applications

In order to be recommended for licensure, candidates must have completed the following:

- All requirements for the degree program
- Approval for graduation
- Passing the licensure tests as required by the Ohio Department of Education, with the scores on file with the Office of Pre-professional Services in the Department of Teacher Education and at the Ohio Department of Education
- Current Ohio BCII and FBI background checks on file with the Ohio Department of Education and Department of Teacher Education

Applying for the Ohio 4 Year Resident Educator License:

- Go to the Ohio Department of Education website at <http://education.ohio.gov/>
- Create a **SAFE** account. Link to the safe site is at the top of the ODE page.
- Once logged into the SAFE account, go to **ODE.CORE**
- Click the link **My Educator Profile**
- Fill out application using your home address
- Submit and pay online with credit card
- The SSU DTE will get an electronic notification of your application, and review to recommend approval of your application online
- Once approved, your license will be sent to you electronically to the email address you've provided.

Ohio Department of Education Resident Educator License Requirements (June 2011)

- Bachelor's degree from an approved program of teacher preparation.
- Passing scores for examinations prescribed by State Board of Education.
- 12 semester hours of reading coursework for early childhood, middle childhood, intervention specialist and early childhood intervention specialist licenses.

Section 4: License Requirements

- The Ohio Department of Education (ODE) requires applicants applying for their very first license certificate or permits to complete both an Ohio criminal background check and an FBI criminal background check, conducted by the Bureau of Criminal Identification and Investigation (BCII). These background checks need to be less than 365 days old to be considered valid for initial licensing purposes.
- All content OAE tests must be passed prior to January 1 of the Year (Spring) that Teacher Candidates are doing their student teaching.
- After July 1, 2017 the Foundations of Reading test #090 is Required for EC/ECSE/MC/IS: (ETS) must be passed by January 1 before beginning Student Teaching.
- Reference to Ohio Department of Education for requirement updates - <http://education.ohio.gov/>
- **Any changes or revisions made by the Ohio Department of Education after the publishing of this handbook take precedence**

Kentucky Educator Standards Board Certificate Requirements (June 2012)

- KY will now require that the applicant have a credential in the state their degree was completed before any credential is issued in KY.
- KY does not (and never has) accepted credentials that have been gained by ONLY the passage of a state test.
- Get BCI/FBI in Kentucky.
- KY does require majors for all core area grades 8-12 certificated teachers, and has 24 credit hour minimum content area requirements for grades 5-9 certified middle school teachers.
- <http://education.ky.gov/Pages/default.aspx>

University Rules and Policies

- ✓ Academic Integrity
- ✓ Disposition
- ✓ Plagiarism
- ✓ Termination of Clinical Field Placement

Academic Integrity

Teachers are held to a high standard of professionalism. They demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing their own work; giving credit for the ideas of others; and providing proper citation of source materials.

Disposition

Disposition is one of the greatest challenges in life. It has been defined as an individual's approach to situations. *Danielson, C. (2006)*. It is your attitude toward learning; toward being honest in all that you do; toward finding a way to get along with others; toward being on time; toward being responsible for your actions; toward respecting yourself and others; toward asking for help when you need it; toward thanking people when they take the time to help you. How you treat others will reflect your character and your professionalism as a future teacher.

All Teacher Education candidates are expected to act as honest, law abiding citizens. The *Five Domains of Teacher Capacity for SSU* incorporate professionalism in Domain V. The teacher candidate practices professionalism by continually evaluating their own practice and seeking opportunities to grow professionally.

The Ohio Standards for the Teaching Profession Standard 7.1 states: Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct. Teachers meet their ethical and professional responsibilities with integrity, honesty, fairness and dignity.

Student Success Team

Student Success Team Defined

The Student Success Team is an SSU School of Education team designed to support students experiencing challenges during the course of their academic program. The Student Success Team offers a team-based approach to problem solving, building supports and providing interventions, ideally, early in the Teacher Candidate's career to remediate any issues that may adversely affect successful completion of their program. The Student Success Team is also an opportunity for Teacher Candidate', faculty and related field personnel to share concerns while positively planning for successful outcomes.

Student Success Team Members

The team consists of School of Teacher Education faculty members appointed by the Director or designee from the School of Teacher Education to identify possible ways to help the Teacher Candidate (TC) experience greater success. Relevant faculty/staff such as an education advisor, seminar/practicum instructor, Program Coordinator, Field and Clinical Coordinator and/or other faculty who have had the TC in class who know or work with the TC could be invited to participate in the team meeting.

Reasons for Referral

Referrals for a Student Success Team meeting occur for many different reasons. A TC may be experiencing difficulties related to academics, field experience, dispositional areas, or health concerns. The team process allows for greater exploration of potential causes and solutions to address the area of need to help the TC experience greater success in their current educational path or provide recommendations for a more suitable career. The Field Director will call an School Success Team meeting before a change of placement is considered.

Referral Process

Referrals can be made by School of Teacher Education Faculty, Program Directors, or the Field and Clinical Coordinator to the Director of the School of Education. The Field and Clinical Coordinator will notify the appropriate personnel and schedule the meeting

Interventions

Interventions are strategies identified to help a TC experience greater success. They may include utilizing different instructional approaches, or adding supports such as content specific tutors, learning commons, counseling, specific faculty tutoring, etc.

Section 5: University Rules and Policies

What will occur during the School Success Team Meeting”

During the Student Success Team meeting, team members will review the Teacher Candidates’s overall progress, as well as strategies that have been utilized to address issues or concerns. The meeting serves as a problem-solving session in which the team, including the TC, can discuss the concerns, attempt to identify potential causes, develop potential ways to address the concerns, and then analyze the possible interventions. It is through this information exchange process that effective strategies and interventions can be suggested, tested, and monitored. The selected interventions, strategies, and implementation timelines are recorded in a Student Success Plan that will be reviewed periodically and in effect until graduation. This Success Plan will be developed by the TC’s Program Coordinator with review and input from the SST and recorded on the Student Success Plan Template and uploaded toTK20 as documentation of the meeting. A follow-up meeting will be scheduled to review the success of the interventions developed in the Student Success Plan. At this meeting the team may determine:

- ☐ The interventions were successful, and further intervention assistance is not needed
- ☐ The interventions were successful, and further interventions need to be added for other areas of concern.
- ☐ The interventions were somewhat effective. Further or modified interventions are needed to gather more information. A follow-up meeting will be scheduled.
- ☐ The interventions were not effective, or one or more of the Success Plan conditions were violated.

TC in Pre-Professional Year

In the event of violations of any one or more of the conditions in the Success Plan, at that time, the SST will reconvene to recommend to the college Dean or designee whether the candidate will be permitted to continue in a Teacher Education Program.

TC in the Professional Year

In the event of violations of any one or more of the conditions in the Success Plan, this will constitute a failure in methods and/or student teaching. At that time, the SST will reconvene to recommend to the college Dean or designee whether the candidate will be permitted to continue in a Teacher Education Program.

Plagiarism

“Plagiarism is the act of presenting another’s words or ideas as your writing without acknowledging your debt to the original source” per the definition used by the SSU English & Humanities Department and by Senior Seminar Faculty.

Section 5: University Rules and Policies

¹ “Plagiarism is considered academic misconduct.... whether it occurs in the classroom (i.e., through the use of term papers or laboratory reports from any source other than the candidate’s own work) or anywhere else within the Shawnee State Community” according to Shawnee State University Candidate Conduct Code. A paper or project with materials that you downloaded, cut-and-pasted, bought, or borrowed **without** proper acknowledgements is plagiarized.²

Acts of dishonesty, including, but not limited to, cheating, forgery, bribery, plagiarism, fabrication, falsification; misuse of any University document, record, or identification is considered Interference with the Educational Mission of the University is addressed in the *Student Code of Conduct rule book*.

Any teacher candidate who attempts to plagiarize in any fashion will be subject to an academic hearing. The academic hearing can result in dismissal from the Teacher Education Department and/or dismissal from the university. (See hearing procedures for more information on the process.)

Avoiding Plagiarism

Take ownership of your education. Do your own work. Do NOT ask another candidate to borrow his/her jump drive to make a couple of changes and claim it as your work. This is plagiarism and you will both be subject to an Academic Hearing. Do NOT loan your work to another candidate. If they copy your work (even if they make a couple of changes), this is plagiarism and you will both be subject to an academic hearing.

When in doubt, cite it. Whether you are quoting word for word or only just talking about what you found out, make a reference. If you are quoting verbatim, in addition to providing a citation, either put the quote in quotation marks or set it off as an indented block of text. **It doesn’t matter where it came from** - -an article, a TV show, the Internet, and email, a cartoon, a textbook, table, a webpage – it must be cited.³

If you are still unsure whether you may be plagiarizing – ask your professor.

¹ “Course Syllabus Senior Seminar Interdisciplinary Studies IDST 490S.” Shawnee State University. Web. 11March 2003. <<http://www.shawnee.edu/off/gep/sen.html>>

² “Plagiarism.” Shawnee State University, Web. 07 July 2010 <<http://www.shawnee.edu/off/cm/ILI/ILI-Plagiarism2.html>>

³ “Plagiarism.” Shawnee State University. Web. 07 July 2010 <<http://shawnee.edu/off/cm/ILI/ILI-Plagiarism2.html>>

Termination of Clinical Field Placement

Clinical placement may be terminated for the following reasons:

- **Withdrawal:** The candidate chooses to withdraw from the experience without completion before the last day to withdraw from an individual class, as listed on the SSU website “Important Academic Dates” calendar.
- **Failure:** The evaluations of the university supervisor, seminar instructor, and or cooperating teacher are unsatisfactory.
- **Forced removal:** If a teacher candidate’s behavior or performance is deemed a detriment to the students and the learning process, the teacher candidate may be removed from the classroom at the request of clinical site administrator, clinical faculty, or upon the recommendation from the university supervisor and the administrative team at SSU.

Academic Hearing

In ALL cases, an academic hearing will be held to determine whether or not the candidate may apply for a second student teaching experience. Academic hearings will be scheduled, at the teacher candidate’s request, within three days of a candidate’s last day in the school setting. The teacher candidate will address the request with the Clinical and Field Coordinator.

The Clinical and Field Coordinator will begin the investigation surrounding the incident. The hearing committee will be organized and a date for the hearing established. The hearing committee may consist of the following: Clinical and Field Coordinator as chair person, qualified faculty, and others depending on the situation. School personnel may be invited or requested to attend the hearing on an *ex officio* basis for the purpose of providing information, not for casting votes. A majority vote will determine the outcome.

The SSU ombudsman is available for such a situation to accompany the teacher candidate or someone of their choosing. This person is there for support only and does not represent the candidate. The candidate may be present at all discussions of the committee with the exception of the final deliberation meeting where only voting members will be in attendance.

A simple majority will determine the vote. Hearings will be recorded and filed in accordance with university policies concerning confidentiality. The decision of the hearing committee will be forwarded to the department chairperson and others as deemed necessary. The teacher candidate will be notified in writing of the committee’s decision by the chairperson.

Section 5: University Rules and Policies

If the teacher candidate chooses not to attend the hearing, the committee will listen to the evidence provided, seek further evidence where necessary and make a determination as to the outcome. The student will be notified by email and by mail of the results.

If it is the recommendation of the committee to grant the teacher candidate an alternate student teaching placement, arrangements for remediation will be constructed on a case-by-case basis specific to the student's needs.

In the event that the student does not accept or is not eligible for alternate placement and/or remediation, students will be offered the option of degree without licensure.

Appeal: The teacher candidate may appeal a decision within 10 calendar days with the department chair.

Appendices

- ✓ Cooperating Teacher Criteria Referral Qualifications by SEO-TDC
- ✓ Week-by-Week Planners
- ✓ Lesson Plan Template
- ✓ Ohio's Four Tiered Licensure Structure
- ✓ Tk20 Field Binder Guide
- ✓ Field/Clinical Experience Placement Contract
- ✓ Student Success Plan Template

Using your knowledge and experiences working with teachers in your building, please use this list to identify qualified teachers to work with Shawnee State University Teacher Candidates.

Behavioral Characteristics (Dispositions) of Cooperating Teacher	
1.	Exhibits strong commitment to the teaching profession
2.	Demonstrates care for all students
3.	Is a reflective practitioner who learns from mistakes, observes classroom practices meticulously and helps others by asking questions that prompt reflection and deep understanding
4.	Conveys enthusiasm and passion for teaching
5.	Demonstrates a commitment to lifelong learning
6.	Believes mentoring improves instructional practice
7.	Is resilient, persistent and open minded
8.	Exhibits good humor and resourcefulness
Professional Skills and Knowledge of Cooperating Teacher	
1.	Demonstrates excellent classroom management skills
2.	Has excellent knowledge of pedagogy and subject matter
3.	Is able to articulate effective instructional strategies
4.	Produces results as revealed in strong evidence of student learning.
5.	Meets Ohio Teacher Standards at a high level
6.	Gets higher than expected performance from students by setting high expectations
7.	Uses technology effectively as a learning tool
8.	Involves parents in the learning process
Interpersonal Skills of Cooperating Teacher	
1.	Is trustworthy, exercising discretion and maintaining confidentiality as well as acting in ways that cultivate trusting professional relationships
2.	Knows his or her students, interacts with them on the basis of an understanding of their lives and the impact of poverty on their lives
3.	Easily establishes rapport and collaborates with others, including those from diverse cultures
4.	Offers critiques in a positive and productive manner
5.	Is eager to share information and ideas with colleagues
6.	Is willing to learn new teaching strategies from protégés

Early Childhood (EC) and Adolescent to Young Adult (AYA) Planner

The final schedule will be approved by the cooperating teacher and the university supervisor.

Week #	Candidate	Clinical Faculty		Supervisor	
1	Orientation to School Daily Conferences Begin Lesson plans EVERY Thursday for EACH lesson you teach	Acquaint Candidate to School Environment	Assign Candidate one part of the day to plan for in Week #2	Contact Teacher to Schedule first school visit.	
2				Candidate Observation #1	Private meeting with Teacher
3	Gradual Increase of Workload including some co-planning/ co- teaching	Co-plan and co- teach until candidate is preparing and teaching fulltime	Complete "Ready to teach Inventory"		
4		Observation #1			
5				Candidate Observation #2	
6		Observation #2			
7				Candidate Observation #3	
8	Minimum time of Full Responsibility of Classroom (30 days)				
9	Midterm Conference	Midterm Conference (3-way)		Visits #4 & Midterm Conference	
10		Observation #3			
11				Candidate Observation #5	
12		Observation #4			
13		You may begin Transition back at your discretion after the minimum 30 days.		Candidate Observation #6	
14	Transition Back with co-teaching	Complete all forms in the Tk20 Binder			
15		Leave some teaching for the supervisor to observe at the last visit.		Candidate Observation #7	
16					
17	Final Evaluation Conference (3 way)				
	All forms Submitted on TK20				

Intervention Specialists Planner

The final schedule will be approved by the cooperating teacher and the university supervisor.

Week #	Candidate	Clinical Faculty		Supervisor	
1	Gradual Increase of Workload including some co-planning/ co- teaching Daily Conferences Begin Lesson plans EVERY Thursday for EACH lesson you teach	Co-plan and co-teach until candidate is preparing and teaching fulltime	Complete "Ready to teach Inventory"	Candidate Observation #1	Private meeting with Teacher
2		Observation #1			
3				Candidate Observation #2	
4	Minimum time of Full Responsibility of Classroom (15 days)	Observation #2			
5				Candidate Observation #3	
6	Transition back with co-teaching	Transition back with co-teaching			
7	Final Conference	Final Conference (3 way)		Visit #4 & Final Conference (3-way)	
8	All forms Submitted on TK20				

Middle Childhood and Art Planner

The final schedule will be approved by the cooperating teacher and the university supervisor.

Week #	Candidate	Clinical Faculty		Supervisor	
1a	Orientation to School Daily Conference Begins Lesson plans EVERY Thursday for EACH lesson you teach	Acquaint Candidate to School Environment	Assign Candidate one part of the day to plan for in Week #2	Contact Teacher to Schedule first school visit.	
2a	Gradual Increase of Workload including some co-planning/ co-teaching	Co-plan and co-teach until candidate is preparing and teaching fulltime	Complete "Ready to teach Inventory"	Candidate Observation #1	Private meeting with Teacher
3a		Observation #1			
4a				Candidate Observation #2	
5a	Minimum time of Full Responsibility of classroom (15 days)	Observation #2			
6a				Candidate Observation #3	
7a	Transition Back with co-teaching	Transition Back with co-teaching			
8a	Final Conference (3 way)	Final Conference (3 way)		Visit #4 & Final Conference (3way)	
1b	Orientation to School	Acquaint Candidate to School Environment	Assign Candidate one part of the day to plan for in Week #2	Contact Teacher to Schedule first school visit.	
2b	Gradual Increase of Workload including some co-planning/ co-teaching	Co-plan and co-teach until candidate is preparing and teaching fulltime	Complete "Ready to teach Inventory"	Candidate Observation #1	Private meeting with Teacher
3b		Observation #1		Candidate Observation #5	
4b	Minimum time of Full Responsibility of classroom (15 days)			Candidate Observation #2	
5b		Observation #2		Candidate Observation #6	
6b					
7b	Transition Back with co-teaching	Transition Back with co-teaching		Candidate Observation #3	
8b	Final Conference (3 way)	Final Conference (3 way)		Visit #4 & Final Conference (3 way)	
17	Final Evaluation Conference (3 way)				
	All forms Submitted ON TK20				

Lesson Plan Template DTE

Name:

Date of Lesson:

Content Area:

Grade/Age:

Cooperating Teacher:

- I. Topic of Lesson:
- II. Goal/Objective/Purpose of Lesson:
- III. Prerequisite Knowledge:
- IV. Ohio Academic Content Standards:

Standard	Benchmark
<i>Communication: Oral and Visual – page 185</i>	<i>1. Use active listening skills. 3. Follow simple oral directions.</i>

V. SPA Standards: (NAEYC, NSTA, NCSS, NASET, etc.)

Standard	Benchmark
<i>Standard 1: Promoting Child Development and Learning</i>	<i>Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.</i>

- VI. Materials/Technology:
 - 1.
 - 2.
 - 3.
- VII. Activities/Procedures:
 - 1.
 - 2.
 - 3.
- VIII. Accommodations/Differentiated Instruction:
- IX. Assessment/Evaluation:
 - summative/formative/rubric
- X. Reflection:

Ohio's 4-Tiered Licensure Structure

Proposed Resident Educator License /Alternative Resident Educator License – 4 yr nonrenewable (may be extended on a case-by-case basis)

Resident Educator License Requirements	Alternative Resident Educator License Requirements
<ul style="list-style-type: none"> Bachelor's degree An approved program of teacher preparation Examinations prescribed by State Board of Education (licensure exams) 12 semester hours of reading for early childhood, middle childhood, intervention specialist and early childhood intervention specialist licenses 	<ul style="list-style-type: none"> Bachelor's degree Major in the subject to be taught or extensive work experience Completion of an Intensive Pedagogical Training Institute (IPTI) Content area examination This license will also be issued for career-technical workforce development areas utilizing existing processes for licensing these teachers and including an IPTI

Proposed Professional Educator License – 5 yr renewable

Requirements
<ul style="list-style-type: none"> Bachelor's degree (except career-technical workforce development) Successfully completed the Ohio Resident Educator Program Alternative License holders successfully complete additional requirements to obtain Professional license

Senior Professional Educator License - 5 yr renewable

A + B +C

A	B	C
Degree Requirement	Experience	Demonstration of Practice at the Accomplished/Distinguished Level:
<ul style="list-style-type: none"> Master's degree or higher from an institution of higher education accredited by a regional accrediting organization 	<ul style="list-style-type: none"> Nine years under a standard teaching license with 120 days of service as defined by ORC, of which: At least five years are under a professional/permanent license/certificate 	<ul style="list-style-type: none"> Successful completion of the Master Teacher Portfolio

Lead Professional Educator License - 5 yr renewable

A + B +C

A	B	C
Degree Requirement	Experience	Demonstration of Practice at the Distinguished Level:
<ul style="list-style-type: none"> Master's degree or higher from an institution of higher education accredited by a regional accrediting organization 	<ul style="list-style-type: none"> Nine years under a standard teaching license with 120 days of service as defined by ORC, of which: At least five years are under a professional/permanent license/certificate or a Senior Professional Educator License 	<ul style="list-style-type: none"> Earn the Teacher Leader Endorsement AND successful completion of the Master Teacher Portfolio OR; Hold active NBC (National Board Certification (NBPTS)

TK20 Field Experience Guide

How the Teacher Candidate Accesses a Field Binder in TK20:

1. Sign on to TK20 by going to <http://tk20.shawnee.edu/> (NOTE: TK20 works best with



Google Chrome as a web browser

Type in your username and password and click the green log in button.

Username

Password

LOG INTO YOUR ACCOUNT →

[Register your account.](#)

2. Once you are signed in, you will be at the **Home** tab:

The screenshot shows the TK20 Home dashboard. The top left features the TK20 and Shawnee State University logos. The top right shows a user profile for 'HI, FAKE' and a 'Help' button. A dark blue sidebar on the left contains navigation links: HOME, MESSAGES, TASKS, PREFERENCES, COURSES, SURVEYS, FIELD EXPERIENCE, and APPLICATIONS. The main content area is divided into three sections: RECENT MESSAGES, PENDING TASKS, and NEWS.

RECENT MESSAGES

Name	From	Received
Course Added	Tackett, Marcia	04/01/2015
Course Added	Tackett, Marcia	02/11/2015
Notice of Field Placement	Tackett, Marcia	02/11/2015
Course Added	Remington, Jenny	08/12/2014
Notice of Field Placement	Whiddon, Kelly	01/25/2008
Course Added	Whiddon, Kelly	01/25/2008
Field Experience Revoked: fe name	Whiddon, Kelly	01/25/2008

PENDING TASKS

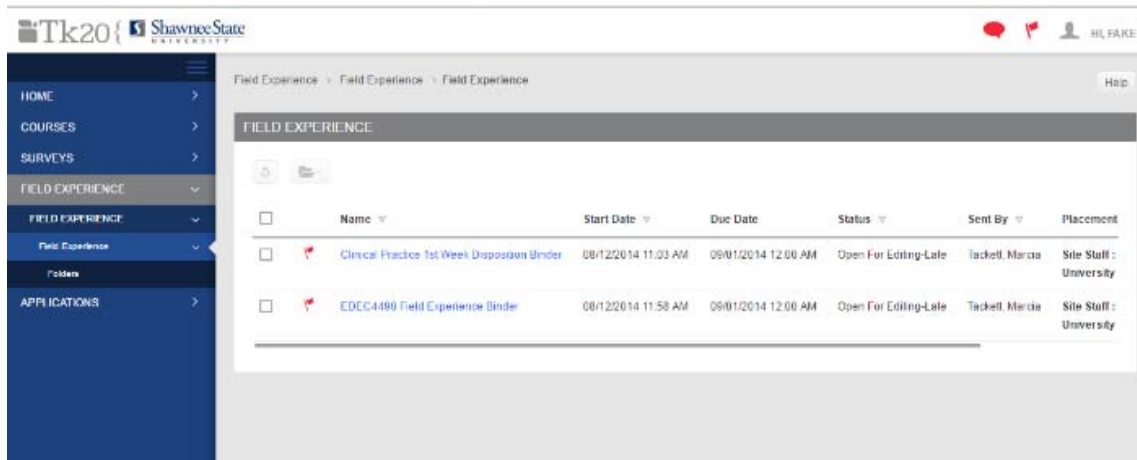
Name	Type	From	Due Date
Please start the Field Experience EDEC4490 Field Experience Binder	Field Experience	Tackett, Marcia	09/01/2014
Please start the Field Experience Clinical Practice 1st Week Disposition Binder	Field Experience	Tackett, Marcia	09/01/2014

NEWS

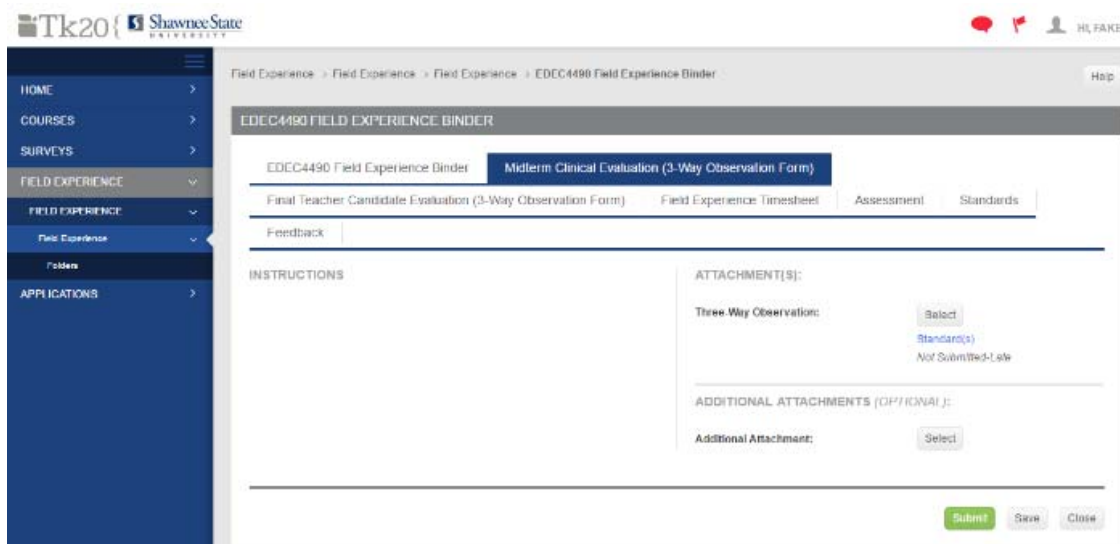
Today's News | Archived News

There is no data to display.

3. Click on the **Field Experience** link to see the placement and field forms to be completed. Then click on the specific link for your field experience for this semester.



4. Choose the form you need to complete (e.g., Midterm Clinical Evaluation) by clicking on the name of the form at the top of your screen. Under the **ATTACHMENT(S)** section click on the **SELECT** button to open the form. Once completed, click on the green **SUBMIT** button and you are done with that form. **Each form can be submitted separately.**



5. To see the forms that your clinical faculty member and university supervisor are submitting on your behalf, click on the **ASSESSMENT** link at the top of your field binder. Now you can see each form that has been completed as they are submitted.

The screenshot shows the Tk20 Shawnee State University interface. The left sidebar contains navigation options: HOME, COURSES, SURVEYS, FIELD EXPERIENCE (selected), Field Experience, Folders, and APPLICATIONS. The main content area is titled "EDEC4490 FIELD EXPERIENCE BINDER" and includes a breadcrumb trail: Field Experience > Field Experience > Field Experience > EDEC4490 Field Experience Binder. A "Help" link is in the top right. Below the title, there are tabs for "EDEC4490 Field Experience Binder", "Midterm Clinical Evaluation (3-Way Observation Form)", "Final Teacher Candidate Evaluation (3-Way Observation Form)", "Field Experience Timesheet", "Assessment" (selected), and "Standards". A "Feedback" link is also present. The main content displays a table of forms submitted by two different roles.

Field Experience Forms	Role	Committee Member
Field Narrative Report 1 Field Narrative Report 2 Field Narrative Report 3 Field Narrative Report 4 Field Narrative Report 5 Field Narrative Report 6 Field Narrative Report 7 Field Narrative Report 8 Final Teacher Candidate Evaluation (3-Way Observation Form) Midterm Teacher Candidate Evaluation (3-Way Observation Form) NAEYC Clinical Practicum Supplementary Form Timesheet Checklist-Cooperating Teacher	Cooperating Teacher	Rarrington, Jenny
Field Narrative Report 1 Field Narrative Report 2 Field Narrative Report 3 Field Narrative Report 4 Field Narrative Report 5 Field Narrative Report 6 Field Narrative Report 7 Field Narrative Report 8 Final Teacher Candidate Evaluation (3-Way Observation Form) Midterm Teacher Candidate Evaluation (3-Way Observation Form) NAEYC Clinical Evaluation Form Timesheet Checklist-University Supervisor	Faculty	Leadon, William

How the Clinical Faculty and University Supervisor Assess a Field Binder in TK20:

1. Sign on to TK20 by going to <http://tk20.shawnee.edu/> (NOTE: TK20 works best with



Google Chrome as a web browser

Type in your username and password and click the green log in button.

	<input type="text" value="Username"/>
	<input type="password" value="Password"/>
<input type="button" value="LOG INTO YOUR ACCOUNT →"/>	

[Register your account.](#)

2. Once you are signed in, you will be at the **Home** tab.
Click on **FIELD EXPERIENCE** to open up the field binder.

TK20 Shawnee State UNIVERSITY

HI, FAKE Help

HOME

MESSAGES

TASKS

PREFERENCES

CONCEPTUAL FRAMEWORK

GENERAL FORUMS

SURVEYS

FIELD EXPERIENCE

RECENT MESSAGES

Name	From	Received
Notice of Field Placement	Tackett, Marcia	06/15/2016

PENDING TASKS

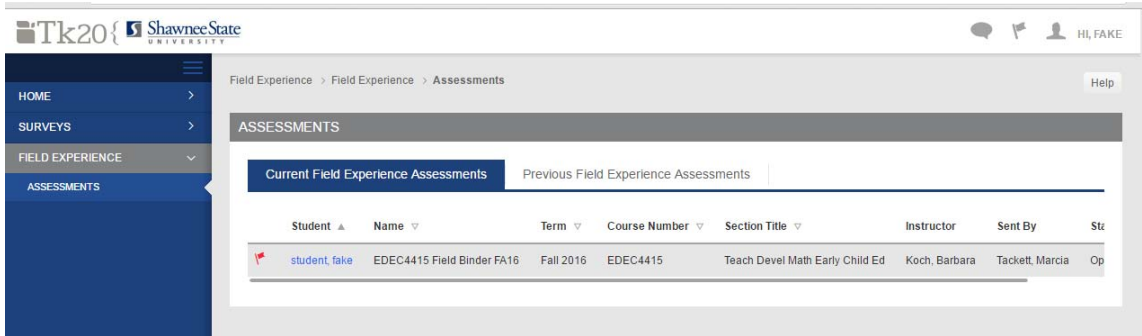
Name	Type	From	Due Date
There is no data to display.			

NEWS

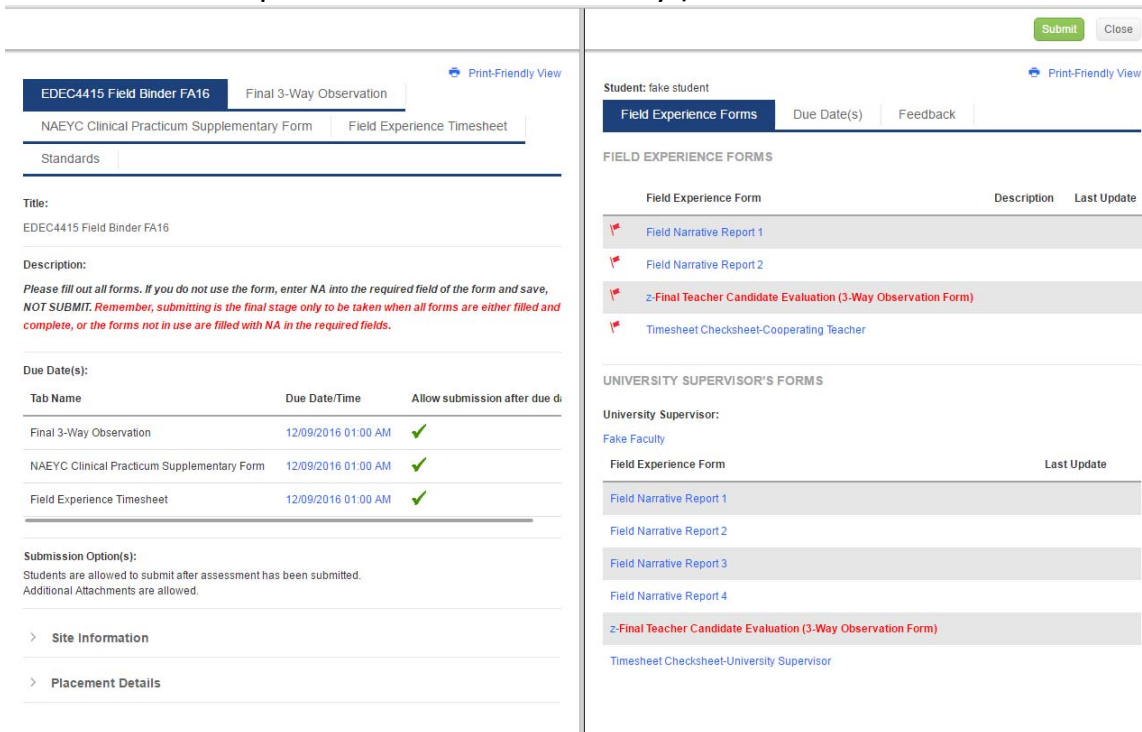
Today's News Archived News

There is no data to display.

- Click on the student's name to open the field binder. The red flag in front of the student's name indicates there is work to be done.



- The screen opens with the student's work on the left and the university supervisor and clinical faculty forms on the right. Click on the individual form that you want to complete. (Keep in mind that this is a transparent assessment system, meaning the student can see everything as well as the supervisor and clinical faculty.)



5. Now you can complete your form. Notice that the center line between your work and student work can be moved by clicking on the line and dragging it to the left. Also, you can click on the **PRINTER-FRIENDLY VIEW** in the upper right hand corner to print the form. When you are finished completing the form, click on the green **COMPLETE** button at the bottom, or click the **SAVE** button if you need to come back to the form before submitting it.

EDEC4415 Field Binder FA16 [Print-Friendly View](#)

Final 3-Way Observation

NAEYC Clinical Practicum Supplementary Form

Field Experience Timesheet | Standards

Name	Status	Type
Three-Way Observation not attached.	Not Submitted	Three-Way Obs

Student: fake student [Print-Friendly View](#)

[Submit](#) [Close](#)

< BACK

z-Final Teacher Candidate Evaluation (3-Way Observation Form)

Student Name:

Student ID#:

Cooperating Teacher:

School:

Grade Level:

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

Forms in the Field Binder

1. **Field Narrative Form**- use this form to complete your written observations. You do not need to upload a document with each field narrative form. However, if you have artifacts you would like to attach to the observation, you can add them using that feature. The bottom of the form provides a section to submit a grade—it is not necessary to submit a grade for the field experience.

The screenshot displays the 'Field Narrative Report 1' form within a 'Field Experience' application. On the left is a navigation sidebar with categories like 'Field Experience', 'Assessments', 'Reports', 'Templates', and 'Libraries'. The main form area is titled 'Field Narrative Report 1' and includes 'Save' and 'Cancel' buttons. Below these are tabs for 'General Information', 'Custom Form', and 'Preview'. The form is divided into several sections: 'REPORT OF OBSERVATION AND/OR CONFERENCES' with a 'Grade Level' dropdown and a 'SETTING: (time/period/subject/etc.)' field; 'OBSERVATIONS:' with a large text area; five 'Upload Document:' sections, each with a 'Select File' button and a 'Drag and drop file here' area; 'THINGS TO THINK ABOUT:' with another large text area; and a 'Date of evaluation' field with a 'Choose date' button. A 'Rich Text Formatting' link is visible in the text areas.

2. **SSU Dispositional Form**- this form should be completed after the first week of the clinical experience – See example on Page 16.

3. **Candidate Performance Form (Three-Way Observation)** - Completed at the midpoint and endpoint of the semester, this form is used to assess the teacher candidate on overall progress and competency. The form will be completed by the clinical faculty, the teacher candidate, and the university supervisor. After the form is completed, the three parties involved in the assessment will meet for a formal conference during which the form will be discussed.

The screenshot displays a web-based form builder interface. On the left is a dark blue sidebar menu with the following items: COURSE REGISTRATION, ADMINISTRATION, MAJORS, PROGRAMS, NEWS, FORM BUILDER (highlighted), Folders (with sub-items like edTPA, Old Admission Application Form, etc.), DBE BUILDER, USERS, LOGIN CONFIGURATION, APPEARANCE, STANDARDS, and LIST DOMAINS. The main content area is a white form with the following fields: Student Name, Student ID#, Cooperating Teacher, School, Grade Level (checkboxes for K-10), Subject Area, Completed By, and Date. Below the form fields is a 'RATINGS' section. It contains a table with the following structure:

Domain 1: The SSU teacher candidate is well grounded in general studies and the specific discipline area(s). (OSTP2)	Ineffective	Developing	Skilled	Accomplished
1.1. Teacher candidates know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Teacher candidates understand and use content-specific instructional strategies to effectively teach the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Licensure specific SPA forms may also be included in your field binder. Please refer to the directions on each specific form for further instruction.

Department of Teacher Education
 Field/Clinical Experience Placement Contract

I, _____, am assigned to work with _____ during
Candidate Name Cooperating Teacher Name

the _____.
Term and Year

My Schedule is as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
Dates:					
Time:					

This schedule has been determined with the assistance and knowledge of my cooperating teacher. I am aware that it is extremely important to the organization, instruction, and planning of class activities that I be in attendance during the scheduled time.

If I will be unable to attend my scheduled hours or if I need to reschedule due to illness or emergency, I will inform my cooperating teacher and university supervisor immediately.

As a teacher candidate, I will be fully engaged in the education process. I will observe, interact, plan, and instruct with the guidance of my cooperating teacher. I will adhere to all school policies and regulations (e.g. cell phone use, dress code, behavior). As a representative of Shawnee State University and as a future educator, I will be professional and courteous at all times.

I fully understand that failure to comply with the expectations and requirements of this contract may result in my removal from this field placement and could result in the reversal of my acceptance to the Teacher Education program at Shawnee State University (see student handbook).

By signing below, I acknowledge and agree to the terms outlined in this document.

 Candidate Signature

 Cooperating Teacher Signature

 Email Address

 Email Address

 Phone Number

 Phone Number (to contact in case of illness/emergency)

 School Name

 School Phone Number

SSU School of Teacher Education

Student Success Plan

Student:

Pg. ____

ID:

Student's Signature: _____ Director's Signature _____

Date: _____

Area/ Domain	Issue / Professional Standard	Area(S) of Concern	Recommendations	Means/ Timeline

