

YOUNGSTOWN STATE UNIVERSITY

Beeghly Hall, One University Plaza, Youngstown, OH 44555

Beeghly College of Liberal Arts, Social Sciences and Education

Educating for Reflective Professional Practice in the 21st Century



Guidelines for Student Teaching **Department of Teacher Education and Leadership Studies**

2025 - 2026

Student Teaching Website

Cooperating teachers, university supervisors, and student teachers will find schedules, forms, and resources on the website. It will be necessary to download the forms before printing. To access the website, go to:

<https://beeghlyysu.github.io/student-teaching/>

You will be prompted for a password, enter the following password-
B33ghlyOn3 (Note: The password is case sensitive.)

It is recommended that you bookmark the website.

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*This handbook, prepared by the Office of Student Field Experiences, is designed to be used as a guide during student teaching for student teacher candidates, cooperating teachers, and university supervisors. Questions may be referred to the Office of Student Field Experiences.

Revised: July 2025

Licensure Code of Professional Conduct for Ohio Educators

(Adopted September, 2019)

Educators are entrusted by the public with the responsibility of providing a high-quality education to each student. Through various roles, these professionals devote themselves to providing a safe and nurturing environment in which all students can learn. In alignment with the *Standards for Ohio Educators* and the Ohio's Learning Standards, our state's educators strive for excellence through the high expectations they hold for themselves and their students. The professional conduct of every educator affects attitudes toward the profession.

Educators are trustees of the profession and share with the broader community the responsibility of providing high-quality public education.

Aware of the importance of maintaining the confidence and trust of students, parents, colleagues and the public, Ohio educators maintain the highest degree of professional conduct for themselves and their peers. The *Licensure Code of Professional Conduct for Ohio Educators* serves as the basis for decisions on issues pertaining to licensure that are consistent with applicable law. It provides a guide for conduct in situations that have professional implications for all individuals credentialed by the State Board of Education, such as teachers, principals, superintendents, educational aides, coaches, substitute teachers, and others.

Ohio is nationally known as a state that produces high-quality educators and recognizes that its 250,000 practicing educators hold the fundamental beliefs defined in the following nine principles:

1. Educators behave in a professional manner, realizing that one's actions reflect directly on the status and substance of the profession.
2. Educators maintain a professional relationship with all students at all times, both in and out of the classroom.
3. Educators accurately report information required by the local board of education or governing board, state education agency, federal agency or state or federal law.
4. Educators adhere to federal, state and local laws and statutes regarding criminal activity.
5. Educators comply with state and federal laws related to maintaining confidential information.
6. Educators serve as positive role models and do not use, possess or unlawfully distribute illegal or unauthorized drugs.
7. Educators ensure school property, public funds or fees paid by students or the community are used in the best interest of students and not for personal gain.
8. Educators fulfill all the terms and obligations in their employment contracts.
9. Educators use technology in a responsible manner and safeguard the electronic devices and data entrusted to them.

As education is a public trust, the Ohio Department of Education pursues allegations of unprofessional conduct. By law, educators are entitled to all due process rights, with each circumstance considered on a case-by-case basis to determine appropriate action. Not all referrals or investigations result in disciplinary action. The *Licensure Code of Professional Conduct for Ohio Educators* includes the presumptive range of applicable disciplinary actions involving any individual credentialed by the State Board of Education.

1. Professional Behavior

Educators shall behave as professionals, realizing their actions directly reflect on the status and substance of the education profession.

An educator serves as a positive role model to both students and adults and is responsible for preserving the dignity and integrity of the teaching profession and for practicing the profession according to the highest ethical standards.

Conduct unbecoming to the profession includes, but is not limited to, the following actions:

- a) Failing to adhere to the *Licensure Code of Professional Conduct for Ohio Educators*.
- b) Assisting another in committing an act of conduct unbecoming as described in the *Licensure Code of Professional Conduct for Ohio Educators*.
- c) Having a continuing physical or mental inability, incapacity or addiction that significantly impacts the educator's ability to carry out professional responsibilities *and* renders the educator incapable of safely maintaining the care, custody and control of students.
- d) Committing any violation of state or federal laws, statutes or rules, although the conduct may not have resulted in a criminal charge, indictment, prosecution or conviction. (Except as noted in Principle 6(b), this does not include traffic violations.)
- e) Disparaging a colleague, peer or other school personnel while working in a professional setting (teaching, coaching, supervising or conferencing) on the basis of race or ethnicity, socioeconomic status, gender, national origin, sexual orientation, political or religious affiliation, physical characteristics, age, disability or English language proficiency.
- f) Harassing, disparaging, or intimidating a colleague, peer, or other school personnel.
- g) Sexually harassing any student, minor or adult in the school community.
- h) Failing to complete a criminal background check as required by state or federal law.
- i) Violating local, state or federal procedures related to the security of standardized tests, test supplies or resources.
- j) Failing to verify, prior to hiring, recommending for employment, or issuing payment, that an educator possesses the appropriate credential type for the educator's position (for example, the appropriate credential type means that a teacher must possess a teaching credential, principal a principal credential, superintendent a superintendent credential, etc.)
- k) Accepting or holding employment that requires the educator to engage in activities or duties outside the scope of the educator's credential type.
- l) Being disciplined by another state educational entity or other professional licensing board or entity for unethical conduct.
- m) Committing an act of academic dishonesty (for example, plagiarism, falsification, fabrication, sabotage or cheating in an academic setting).
- n) Engaging in nepotism as prohibited by local, state or federal law.

The disciplinary actions for violations of Principle 1 can be found on page 12

2. Professional Relationships with Students

Educators shall maintain a professional relationship with all students at all times, both in and out of the classroom.

An educator's responsibility includes nurturing the intellectual, physical, emotional, social and civic potential of all students and providing a safe environment free from harassment, intimidation and criminal activity. An educator creates, supports and maintains an appropriate learning environment for all students and fulfills the roles of trusted confidant, mentor and advocate for students' rights, while maintaining appropriate professional, emotional and social boundaries. An educator must serve as a champion against child abuse and be cognizant of student behaviors that suggest abuse or neglect.

Conduct unbecoming includes, but is not limited to, the following actions:

- a) Committing any act of sexual abuse of a student or minor or engaging in inappropriate sexual conduct with a student or minor.
- b) Committing an act of cruelty to children or an act of child endangerment (for example, physical psychological or emotional abuse).
- c) Soliciting, encouraging, engaging or consummating an inappropriate relationship with any student, minor or individual who was a student in the preceding 12 months.
- d) Engaging in grooming a student or minor (befriending and establishing an emotional connection with a student or minor or a student's or minor's family to lower the student's or minor's inhibitions *for the purpose of* an inappropriate emotional, romantic or sexual relationship).
- e) Disparaging a student on the basis of race or ethnicity, socioeconomic status, gender, national origin, sexual orientation, political or religious affiliation, physical characteristics, academic or athletic performance, disability or English language proficiency.
- f) Using inappropriate language, gestures or signs at any school-related activity (such as racial slurs, or biased, lewd or lascivious expressions).
- g) Provoking an altercation with or between students or engaging in a physical altercation with students, that is not for the purpose of ensuring the health, safety and welfare of students.
- h) Failing to provide appropriate supervision of students, within the scope of the educator's official capacity, which risks the health, safety and welfare of students or others in the school community.
- i) Knowingly contributing to or failing to intervene in the harassment, intimidation or bullying of a student.

The disciplinary actions for violations of Principle 2 can be found on page 12

3. Accurate Reporting

Educators shall accurately report information required by the local board of education or governing board, state education agency, federal agency or state or federal law.

An educator communicates appropriate representation of facts concerning qualifications for professional practice, student information, school board policy and other educational matters. An educator must notify the superintendent or designee, of any conduct by a licensed educator that substantially impairs the ability to function professionally or is detrimental to the health, safety and welfare of students. Conduct unbecoming includes, but is not limited to, the following actions:

- a) Falsifying, intentionally misrepresenting, willfully omitting or being negligent in reporting information submitted to federal, state and other governmental agencies including, but not limited to, staff, student, district, and financial data and information submitted in the course of an official inquiry or investigation
- b) Falsifying, intentionally misrepresenting, willfully omitting or being negligent in reporting professional qualifications, criminal history, discipline of a professional license or credential, college or professional development credit and/or degrees, academic awards and employment history when applying for employment and/or licensure or when recommending an individual for employment, promotion or licensure.
- c) Falsifying, intentionally misrepresenting, willfully omitting or being negligent in reporting reasons for absences or leaves.
- d) Falsifying, intentionally misrepresenting, willfully omitting or being negligent in reporting information regarding the evaluation of students and/or personnel.
- e) Knowingly failing to notify the superintendent or designee upon becoming aware that an educator's ability to function in the position has been substantially impaired or of any conduct that is detrimental to the health, safety and welfare of students.
- f) Intentionally failing to make a mandated report of any violation of state or federal law.
- g) Directing, instructing, assisting or requesting another to commit an act described in Principle 3 of the *Licensure Code of Professional Conduct for Ohio Educators*.

The disciplinary actions for violations of Principle 3 can be found on page 12

4. Criminal Acts

Educators shall adhere to federal, state and local laws and statutes.

An educator shall not engage in criminal activity as evidenced by a criminal conviction, guilty plea, finding of guilt, or participation in a court-ordered diversion or treatment in lieu of conviction program.

Conduct unbecoming includes, but is not limited to, the following actions:

- a) A criminal offense that is an offense of violence, theft, drug abuse, or sexually-oriented offense as defined in Ohio Administrative Rule 3301-20-01 (for example, murder, rape, drug trafficking, kidnapping, robbery, felonious assault).

- a) A criminal offense that requires an educator to meet the rehabilitation standards as defined in Ohio Administrative Code Rule 3301-20-01 (for example, assault, passing bad checks, fraud, domestic violence, possession of drugs).
- b) Conveying or possessing a deadly weapon or dangerous ordnance in a school safety zone, on school premises or at a school-related activity, unless authorized by state or federal law.
- c) A criminal offense that is not identified as an absolute bar offense or offense requiring rehabilitation pursuant to Ohio Administrative Code Rule 3301-20-01, and the offense involves a student or a minor, a school district or school personnel.
- d) A criminal offense that is not identified as an absolute bar offense or offense requiring rehabilitation pursuant to Ohio Administrative Code Rule 3301-20-01, and the offense does not involve a student, a minor, a school district or school personnel. (Except as noted in Principle 6(b), this does not include traffic violations.)

The disciplinary actions for violations of Principle 4 can be found on page 13

5. Confidentiality

Educators shall comply with local, state and federal laws related to maintaining confidential information.

An educator is entrusted with information that could be misused to embarrass or damage a student's reputation or relationship with others. Therefore, the educator has the responsibility to keep information about students confidential unless disclosure serves professional purposes, affects the health, safety, and welfare of students and others, is required by law, or parental permission has been given. An educator maintains the security of confidential information such as academic and disciplinary records, testing materials, personal confidences, photographs, health and medical information, family status and/or income.

Conduct unbecoming includes, but is not limited to, the following actions:

- a) Willfully or knowingly violating any student confidentiality required by federal or state laws, including publishing, providing access to, or altering confidential student information on district or public websites, such as grades, personal information, photographs, disciplinary actions, or individualized educational plans (IEPs) without parental consent or consent of students 18 years of age and older.
- b) Using confidential student, family, or school-related information in a non-professional way (for example, gossip, malicious talk or disparagement).
- c) Violating local, state, or federal procedures or laws related to the confidentiality of standardized tests, test supplies, or resources.

The disciplinary actions for violations of Principle 5 can be found on page 13.

6. Use, Possession, or Unlawful Distribution of Alcohol, Drugs and Tobacco

Educators shall not use, possess or unlawfully distribute illegal or unauthorized drugs. Educators shall not use alcohol during any school activity involving students, minors or underage persons. Educators shall not use tobacco during any school activity except in designated areas. Educators shall not furnish, provide or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, illegal or unauthorized drugs.

As a positive role model, an educator is entrusted with protecting the health, safety, and welfare of students at any school event. The use of alcohol, illegal or unauthorized drugs causes impairment of professional judgment that may potentially harm others. A professional educator must refrain from the illegal use of tobacco on any school grounds or at any school activity.

Conduct unbecoming includes, but is not limited to, the following actions:

- a) Being under the influence of, possessing, using or consuming illegal or unauthorized drugs.
- b) Engaging in habitual or excessive abuse of alcohol, as demonstrated by two or more alcohol-related convictions within a five-year span or a severe alcohol-related conviction (for example, a high blood alcohol content, significant injury or property damage, or incidents involving minors).
- c) Being on school premises in an official capacity (for example, teaching, coaching, supervising, or conferencing) or at any school activity involving students, minors or underage persons while under the influence, possessing, or consuming alcoholic beverages.
- d) Furnishing or providing tobacco, alcohol or illegal or unauthorized drugs to any student, minor, or underage person.
- e) Being on school premises or at any school activity involving students, minors or underage persons while using tobacco except in a designated area.
- f) Promoting the use of steroids, stimulants, or nutritional supplements to accelerate physical growth or contribute to the control of weight loss or weight gain to enhance physical performance.

The disciplinary actions for violations of Principle 6 can be found on page 13

7. Financial Management and Improper Compensation for Personal Gain

Educators shall ensure all school funds and accounts are managed in a responsible and transparent manner. Educators shall ensure school property, public funds or fees paid by students or the community are not used for personal gain. Educators shall not make decisions based upon gifts, gratuities, favors or the socioeconomic status of parents, family members, community members or businesses.

An educator is entrusted with public funds and school property in the course of performing job duties and maintains a high level of honesty, accuracy and accountability to ensure institutional privileges are not used for personal gain. An educator maintains integrity with students, colleagues, parents, families, the community or businesses when accepting gifts, gratuities, or favors. To avoid bias or prejudice, an educator needs to ensure decisions made about students or school policy are not negatively influenced by the socioeconomic status of parents, family members, community members or businesses.

Conduct unbecoming includes, but is not limited to, the following actions:

- a) Using public school property or public funds for personal use not in accordance with local, state or federal laws.
- b) Soliciting students or parents of students to purchase equipment, supplies, or services or to participate in activities that financially benefit the educator without notifying the superintendent or designee and/or not in accordance with local board policy.
- c) Accepting gifts from vendors or potential vendors for personal use or gain exceeding \$25 in value.
- d) Tutoring students in one's district for profit without notifying the superintendent or designee and/or not in accordance with local board policy.
- e) Coaching and/or promoting athletic or artistic camps, off-season leagues, etc., in one's district for profit without notifying the superintendent or designee and/or not in accordance with local board policy.
- f) Failing to transparently and responsibly account and manage any and all school-related funds in accordance with local board policies and local, state or federal laws, including rules, opinions, and bulletins promulgated by the Ohio Auditor of State or the Ohio Ethics Commission.
- g) Failing to account for funds related to school activities collected from students, parents, family members, community members, staff or peers in accordance with local board policy.
- h) Co-mingling public or school-related funds with personal funds or checking accounts.
- i) Submitting fraudulent requests for reimbursement of expenses.
- j) Failing to pay a finding for recovery issued by the Ohio Auditor of State.

The disciplinary actions for violations of Principle 7 can be found on page 14.

8. Commitment to Contract

Educators shall fulfill all of the terms and obligations detailed in their employment contract with the local board of education, public educational agency, or community school for the duration of the contract.

An educator knows and understands the rights and responsibilities as outlined in the employment contract and adheres to the terms and conditions of the agreement by fulfilling responsibilities and duties required of the position.

Conduct unbecoming includes, but is not limited to, the following actions:

- a) Abandoning the contractual agreement for professional services without the consent of the board of education or designee, according to Ohio Revised Code 3319.15, or without the consent of the community school's governing authority or operator, according to Ohio Revised Code 3314.103.
- b) Willfully refusing to perform services and duties required by the contract, except as outlined in Ohio Revised Code Chapter 4117.
- c) Violating or interfering with due process as outlined in the contractual agreement.

The disciplinary actions for violations of Principle 8 can be found on page 14.

9. Appropriate and Responsible Use of Technology

Educators shall always use technology, electronic communications, and social media in a responsible and professional manner and appropriately safeguard the unauthorized use or access to electronic devices and data entrusted to them.

An educator responsibly creates, uses, consumes, distributes, and protects information and data across all technologies. Educators shall maintain appropriate boundaries with colleagues, students, and the school community when using technology and electronic communications. While maintaining their constitutional rights, educators recognize that when using technology, the words they chose, and the content of their statements can reflect negatively on their position, school, and profession.

Conduct unbecoming includes, but is not limited to, the following actions:

- a) Negligently failing to prevent others from unauthorized use of professional electronic devices to access improper or inappropriate material or confidential data.
- b) Negligently failing to prevent students from unauthorized use of the educator's personal electronic devices to access improper or inappropriate material or confidential data.
- c) Accessing inappropriate, non-school-related material on a school-owned device not in accordance with local board policy.
- d) Presenting inappropriate, non-school-related media to students.
- e) Using technology, social media, or other electronic communications to promote inappropriate communications with students (for example, excessively, for non-educational purposes, or requesting students or minors to conceal communication).
- f) Knowingly failing to report and/or address instances of electronic or online harassment, bullying, or intimidation of a student.
- g) Knowingly failing to appropriately intervene when made aware of inappropriate or illegal images or material involving students or minors in electronic forms.
- h) Using technology, social media or other electronic communications to host, post, or distribute improper or inappropriate material that could reasonably be accessed by the school community (includes, but is not limited to, pornography, obscene material, promotion of drug use or underage consumption of alcohol, promotion of violence, disparagement of students, and disparagement based upon gender, gender identity, race, sex, ethnicity, sexual orientation, disability, military status, or religion).
- i) Using school technology to run, manage, or promote a personal business venture.

The disciplinary actions for violations of Principle 9 can be found on page 14.

DISCIPLINARY/DUE PROCESS

The State Board of Education has the authority to suspend, limit, revoke or deny licenses; issue a letter of admonishment; or enter into a consent agreement with an applicant or licensed educator, to administer the educator discipline process in accordance with Chapter 33 and Chapter 119 of the Ohio Revised Code and Chapter 3301 of the Ohio Administrative Code.

When an educator is reported to the Ohio Department of Education for an allegation of unprofessional conduct made by a principal, parent, teacher, student, superintendent, or community member, the Department will determine whether the State Board of Education has jurisdiction to investigate the matter pursuant to Section 3319.311 of the Ohio Revised Code.

If it is determined an investigation is warranted, a thorough investigation would be conducted pursuant to Section 3319.311 of the Ohio Revised Code at which time **all mitigating circumstances will be fully examined to determine whether the allegation can be substantiated**. If an allegation is reported and it turns out to be a false allegation or unsubstantiated, all information obtained in the case file will be sealed two years after the investigation is concluded in accordance with Section 3319.311 of the Ohio Revised Code.

If the results of an investigation warrant initiating an action under Section 3319.31 of the Ohio Revised Code, **an educator is entitled to all due process rights** afforded pursuant to Chapter 33 and Chapter 119 of the Ohio Revised Code and Chapter 3301 of the Ohio Administrative Code.

DISCIPLINARY GUIDELINES

Upon a determination that the results of an investigation warrant the State Board of Education to impose a disciplinary action pursuant to Section 3319.31 of the Ohio Revised Code, the State Board may impose an appropriate penalty within the presumptive range on a **case-by-case basis**, as set forth in these disciplinary guidelines, unless the aggravating and mitigating factors in an individual case warrant a penalty outside the presumptive range.

The range of disciplinary actions are presumptions and may include a letter of admonishment, consent agreement, limitation of a license, suspension of a license, revocation of a license, or denial of a license. The terms “suspension,” “revocation,” and “denial” shall mean any length of suspension, revocation or denial, including permanent revocation or permanent denial. A license may be suspended or limited pursuant to a consent agreement or State Board resolution. A complete explanation of the types of disciplinary actions can be accessed on the Ohio Department of Education’s website, education.ohio.gov, search keywords *disciplinary actions*.

The State Board may determine that a penalty outside the range of the disciplinary guidelines is more appropriate in an individual case based upon aggravating and mitigating factors as outlined in Sections 3301-73-21 (A) (B) and Section 3301-20-01 (E) of the Ohio Administrative Code, or any other factors the State Board, district or educational entity, or superintendent considers relevant. Further, the State Board may determine not to impose a disciplinary action involving an educator’s licensure or application for licensure based upon conduct being a minor violation or a local school district or educational entity appropriately addressing the violation of the *Licensure Code of Professional Conduct for Ohio Educators* at the district or building level.

The *Licensure Code of Professional Conduct for Ohio Educators* applies to all individuals licensed by the Ohio Department of Education. The presumptive ranges are only applicable for

disciplinary actions involving an educator's licensure or application for licensure. The presumptive ranges are not applicable for any discipline imposed at the local level. Possible discipline at the local level must follow all local contractual provisions including, but not limited to, due process, progressive discipline, and just cause. However, an educator who violates one or more of the principles may be subject to discipline at both the state and local levels.

Following are the disciplinary actions, including a presumptive range of penalties that shall apply to violations of the *Licensure Code of Professional Conduct for Ohio Educators*.

DISCIPLINARY ACTIONS

1. Professional Behavior

Educators shall behave as professionals realizing that their actions directly reflect on the status and substance of the education profession.

If an educator violates Principle 1, the presumption for the appropriate range of disciplinary action is the following:

- i. Suspension (one day to one year) of a license depending upon the violation of the testing procedure;
- ii. Suspension of a license until the educator comes into compliance with the required background checks;
- iii. Letter of admonishment up to revocation/denial of a license for other acts unbecoming to the professional conduct of educators.

2. Professional Relationships with Students

Educators shall maintain a professional relationship with all students at all times, both in and out of the classroom.

If an educator violates Principle 2, the presumption for the appropriate range of disciplinary action is the following:

- i. Revocation/denial of a license for sexual/physical abuse;
- ii. Suspension (one day to five years) of a license up to revocation/denial of a license for psychological or emotional abuse or for soliciting, encouraging, engaging or consummating an inappropriate written, verbal, psychological, emotional or physical relationship with a student or minor;
- iii. Suspension (one day to five years) of a license for disparagement, inappropriate language, physical altercations, inappropriate supervision or harassment.

3. Accurate Reporting

Educators shall accurately report information required by the local board of education or governing board, state education agency, federal agency or state or federal law.

If an educator violates Principle 3, the presumption for the appropriate range of disciplinary action is the following:

- i. Suspension (one day to three years) of a license for falsifying, intentionally misrepresenting, willfully omitting or being negligent in reporting criminal history, discipline of a professional license or credential, academic awards, or employment history;
- ii. Suspension (three years to five years) of a license up to revocation/denial of a license for falsifying, intentionally misrepresenting, willfully omitting or being negligent in reporting professional qualifications, or college or professional development credit and/or degrees;
- iii. Suspension (one day to one year) of a license for all other violations of this principle.

4. Criminal Acts

Educators shall adhere to federal, state and local laws and statutes.

If an educator violates Principle 4, the presumption for the appropriate range of disciplinary action is the following:

- i. Revocation/denial of a license for a criminal offense that is an offense of violence, theft offense, drug abuse offense or sexually oriented offense as defined in Ohio Administrative Code Rule 3301-20-01;
- ii. Revocation/denial of a license for a criminal offense involving the school community or where the victim is a student or a minor;
- iii. Suspension (one day to five years) of a license up to revocation/denial of a license for all other felony criminal acts;
- iv. Letter of admonishment up to revocation/denial of a license for all other misdemeanor criminal acts (for example, disorderly conduct, trespassing, assault, passing bad checks, fraud, domestic violence, possession of drugs).

5. Confidentiality

Educators shall comply with local, state and federal laws related to maintaining confidential information.

If an educator violates Principle 5, the presumption for the appropriate range of disciplinary action is suspension (one day to two years) of a license.

6. Use, Possession, or Unlawful Distribution of Alcohol, Drugs and Tobacco

Educators shall not use, possess or unlawfully distribute illegal or unauthorized drugs. Educators shall not use alcohol during any school activity involving students, minors or underage persons. Educators shall not use tobacco during any school activity except in designated areas. Educators shall not furnish, provide or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, illegal or unauthorized drugs

If an educator violates Principle 6, the presumption for the appropriate range of disciplinary action is the following:

- i. Suspension (one year to five years) of a license up to revocation/denial of a license for violations dealing with students, minors, or underage persons or *school* activities;
- ii. Suspension (one day to five years) of a license for misuses *unrelated* to students, minors, or underage persons or school activities.

7. Financial Management and Improper Compensation for Personal Gain

Educators shall ensure all school funds and accounts are managed in a responsible and transparent manner. Educators shall ensure school property, public funds or fees paid by students or the community are not used for personal gain. Educators shall not

make decisions based upon gifts, gratuities, favors or the socioeconomic status of parents, family members, community members or businesses.

If an educator violates Principle 7, the presumption for the appropriate range of disciplinary action is the following:

- i. Suspension (two years to five years) up to revocation/denial of a license for theft of school property or school funds;
- ii. Letter of admonishment up to suspension (one day to one year) of a license for using one's position for personal gain.
- iii. Suspension (one day to five years) up to a revocation/denial of a license for all other violations of this principle.

8. Commitment to Contract

Educators shall fulfill all of the terms and obligations detailed in their employment contract with the local board of education, public educational agency, or community school for the duration of the contract.

If an educator violates Principle 8, the presumption for the appropriate range of disciplinary action is letter of admonishment up to suspension (one day to one year) of a license.

9. Appropriate and Responsible Use of Technology

Educators shall always use technology, electronic communications, and social media in a responsible and professional manner and appropriately safeguard the unauthorized use or access to electronic devices and data entrusted to them.

If an educator violates Principle 9, the presumption for the appropriate range of disciplinary action is the following:

- i. Letter of admonishment up to suspension (one day to five years) of a license for negligence in failing to prevent others from unauthorized access of professional devices and students from unauthorized access of personal devices; accessing inappropriate, non-school-related material on school-owned devices; and use of school technology to run, manage, or promote a personal business;
- ii. Suspension (one day to five years) of a license up to revocation/denial of a license for presenting inappropriate, non-school-related media to students and for violations involving the use of technology to host, post, or distribute inappropriate material;
- iii. Suspension (one year to five years) of a license up to revocation/denial of a license for violations involving use of technology for promoting and/or engaging in inappropriate communication with students;
- iv. Suspension (one day to five years) of a license for failing to report or address instances of electronic or online harassment, bullying, or intimidation of a student, or failing to appropriately intervene when made aware of inappropriate or illegal materials involving students or minors appearing in electronic forms.

#ABConduct

To download other tip sheets,
visit education.ohio.gov/ABConduct



Educators have a visible place in their communities. The choices they make, even when well-intended, can affect their jobs, families, schools and profession. The Ohio Department of Education, Ohio Education Association and Ohio Federation of Teachers, supported by BASA, OASSA and OAESA, offer this series of tip sheets on how to recognize situations that can get good educators in trouble. #ABConduct Tip Sheets are designed to help educators identify and mitigate risks that occur in everyday situations. These tip sheets provide guidance for best practices and are not intended to be used in disciplinary actions.

The Top 10 Professional Conduct Concerns

Most educators care about their professional conduct, but they still can make small, avoidable mistakes that lead to larger consequences. Here are 10 important concerns, in no certain order, that can get educators into sticky situations with Ohio's Office of Professional Conduct.

1. Falsification or Failure to Disclose

Educators must accurately report their criminal and disciplinary histories, employment status and academic credentials every time they fill out employment applications or complete state licensure applications.

2. Emotional, Romantic and Sexual Relationships

Responsible educators never engage in sexual relationships with students or fail to keep proper professional and emotional boundaries in their relationships with students. Educators should be empathetic but know when to refer students to parents, counselors or mental health professionals.

3. Social Media

Responsible educators stay professional on all personal social media 24/7/365. They keep their personal profiles private, knowing unwise entries can result in discipline.

4. Theft and Fraud

Theft and fraud crimes, even if unrelated to the school community, are cause for discipline. Responsible educators know these crimes reflect poorly on the profession.

5. Alcohol

Responsible educators don't come to school smelling of alcohol, have alcohol in their systems or consume alcohol once there. They are responsible for the care, custody and control of students.

6. Broken Contract

Contracts are a two-way street. Public and community school educators should talk to their district or school administrators before resigning from positions. Responsible educators know they may be disciplined for resigning during the school year or after July 10.

7. Personal Gain

Responsible educators know they can't use their professional positions or school property for personal gain, such as selling products or getting free perks from vendors. They know that educators who want to tutor or give private lessons to district students must first seek district approval.

8. Mandatory Reporting

Responsible educators know all school workers are mandatory reporters under the law. If they have reasonable suspicion of child abuse or neglect by parents, other educators, or other students or they believe a student is self-harming, they must report it.

9. Physical or Verbal Altercations with Students

Responsible educators avoid physical and verbal altercations with students by using proper classroom management and de-escalation techniques.

10. Failure to Supervise

Educators are responsible for student safety at all times. Responsible educators review course materials, educational supplements and media, and the school environment before using these materials.

DO's & DON'Ts

—with—

Crystal Clear

- DO** preview all media fully before using in the classroom.
- DO** turn off auto-play on YouTube in the classroom, so the platform does not select videos based on your personal viewing history.
- DO** understand student safety policies and stay up-to-date on required safety trainings.
- DO** disclose all criminal convictions, including sealed or expunged ones, on every licensure application to the Ohio Department of Education.

DON'T come to work hungover.

DON'T ignore the potential consequences of breaking your contract.

DON'T worry about over-reporting child abuse or neglect. Children Services professionals will do the screening.

DON'T escalate a situation with a student by reacting too quickly.

Make a Professional Choice!

Ms. Smith sympathizes with a female student whose parents are getting a divorce. Soon, Ms. Smith and the student are texting continually about personal issues. Professional or Unprofessional?

Unprofessional

Ms. Smith is not keeping appropriate student-teacher boundaries.

Jana, a seventh-grader, always pushes Ms. Liu's buttons. Ms. Liu warns Jana to follow classroom rules, but Jana tells Ms. Liu to "buzz off". Ms. Liu is infuriated but pauses for a breath before giving Jana a referral slip. Professional or Unprofessional?

Professional

Ms. Liu remained professional in dealing with a defiant student.

Mr. Evans intercepts a student's note to a friend revealing the student has been cutting himself. Concerned, Mr. Evans decides to keep an eye on the student. Professional or Unprofessional?

Unprofessional

Mr. Evans is obligated to immediately report the discovery to Child Protective Services and school services personnel.

Director Jones is applying to renew a license with the Ohio Department of Education. Director Jones doesn't disclose a disorderly conduct conviction from college because it was reported on a previous application. Professional or Unprofessional?

Unprofessional

Educators must report all convictions to the Department on every licensure application.

Coach Conner is the only adult on duty for the first 15 minutes of lunch, but Coach Conner steps out for a while to take an important phone call. Professional or Unprofessional?

Unprofessional

If anything had gone wrong while Coach Conner was gone, Coach Conner's license could be at risk.

TEACHER CANDIDATE DISPOSITIONS

The Beeghly College of Liberal Arts, Social Sciences and Education, Teacher Preparation seeks to ensure candidates are:

Collaborative: Candidates who exhibit a collaborative nature demonstrate an ability to effectively and productively work with others, accept responsibility as required, respect and accept different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates communicate respectfully and with all stakeholders; colleagues, school personnel, clinical personnel, students, and/or mentors.

Inclusive: Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. as evidenced by implementing activities and behaviors with goals of total inclusiveness through cultural, ethnic, and cognitive frames of reference. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors.

Professional: Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one's workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others. Candidates respond promptly to communications, consistently exhibit punctuality and attendance, maintain professional boundaries of ethical standards of practice, and function as a collaborative group member. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors.

Candidate Performance Alert Process

The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the TELS faculty as necessary standards to effectively serve all student or clients. This alert process is intended to encourage early and informal remediation of concerns associated with the dispositions set out below. It is not intended that it be used to address student misconduct such as prohibited in the university Code of Student Conduct, nor as the means for addressing questions of academic dishonesty. Complaints of these types of student conduct may be pursued through the Student Judicial System, or resolved through the Academic Grievance Procedure (see University Student Handbook for details pertaining to both).

Dispositions are the values, commitments and professional ethics of candidates in the BCLASSE professional preparation programs. These candidate behaviors are critical to the development of students, families, colleagues, and communities that affect student learning. Candidate behaviors impact student motivation and development, and the candidate's own professional growth. Dispositions are commonly reflected in candidate beliefs, attitudes, or behaviors related to values such as caring, fairness, honesty responsibility and social justice (NCATE, 2001, p.53).

The candidate who fails to attain an acceptable dispositional rating in the EDA, Educator Disposition Assessment, is referred to the Department Chair/Administrator and then the Undergraduate Leadership Team (ULT) committee for intervention/remediation. The committee will recommend specific candidate interventions intended to help the candidate achieve the expected targets and benchmarks. Acceptable scores for TCED 2600 are no lower than 0.5 on each disposition. For pre-clinical students, they must have a 1.25 with no zeros and student teachers a 1.50 with no zeros.

Candidate Performance Alert Form (CPA) The candidate performance alert form is completed when a concern is raised about a candidate's performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate's ability to perform the role as an educational professional. The CPA can be used by university faculty and staff, supervisors, cooperating teachers or other school personnel (*reporting party*) when they have a concern other than one that can be effectively addressed through routine means of supervision.

Process

Minor to Moderate Performance Concern(s)

The reporting party should briefly describe the specific conduct or behavior by with sufficient particulars, including time and location, in order to assist the candidate and other university representatives to understand the concern. The concern, as recorded in the *Concern Section* of the CPA must be reviewed with the candidate within *5 university days* of its completion. During this conference the nature of the concern and a course of action to improve the candidate's performance must be discussed with the candidate. At this conference the signature of the candidate must be secured to acknowledge receipt of the form and the recommendations for improvement. The completed form will then be promptly forwarded to the Program Coordinator then the Department Chair for review and placement in the Department CPA file and the candidate's file. Monitoring the implementation of the recommendations for improvement of a minor to moderate breach of professional expectations as outlined on the CPA will be the responsibility of the reporting party.

A candidate who denies responsibility for the concern or disagrees with the recommendations outlined in the CPA may appeal in writing to the Program Coordinator or the Department Chair within *5 university days* after the required conference.

Serious or Chronic Performance Concern

When a candidate has received two or more CPAs or has committed a serious breach of professional behavior, the reporting party should complete the *Concern Section* of the CPA following the conduct or concern or its discovery. The reporting party will meet with the candidate to advise them of the concern and that the matter is being forwarded for departmental review. A conference with the candidate, the reporting party, the Program Coordinator and Department Chair will be convened within *5 university days* to discuss the concern or conduct and determine the recommendation(s) to improve the candidate's performance. The Program Coordinator or Department Chair may invite the participation of additional individuals with knowledge of the candidate's performance. The candidate will have an opportunity at the meeting to ask questions of the reporting party and other university representatives present, as well as explain the candidate's perspective regarding the concern or conduct reported on the CPA. All conference members and the candidate present at the meeting will determine recommendations or remedial or disciplinary measures that will be required with a timeline for completion. A professional development plan (PDP) can include, but is not limited to, additional course work (which may be at the expense of the student), counseling, or additional time working in school settings. The Program Coordinator or the Department Chair and reporting party will summarize the recommendations, secure signatures of acknowledgment on the Department PDP form, to be placed in the Department CPA file and the candidate's file.

The successful completion of the PDP will be the responsibility of the candidate and will be monitored by the program coordinator, department chair, or a faculty member designated in writing at the time of the CPA conference. The evaluation of the candidate's performance on the conditions and criteria of the PDP will be reviewed by the Program Coordinator and the Department Chair. The candidate will be promptly notified in writing of the review by the program coordinator or the department chair.

In the event that the program coordinator and department chair conclude that the candidate's performance cannot be reasonably remediated, the candidate's future enrollment in program/department courses may be restricted or terminated based on a vote of the governing faculty of the program or department, as applicable.

Candidate Opportunity to Appeal

Candidates may appeal the recommendations and requirements imposed by program or departmental level actions as a result of CPAs by submitting a letter within *10 university days* to the appropriate Undergraduate and Graduate Committees within the Beeghly College of Education. These committees include the Upper Division Retention Subcommittee for undergraduate students and the Graduate Studies Committee for graduate students. The purpose of these committees is to review the CPA(s), the written records of the program or department, including PDPs, any statements added to the CPAs by the candidate, and the candidate's written reasons for the appeal. The committee will also review adherence to procedures and timelines by the parties. Unless the respective undergraduate or graduate committee finds the conclusions and remedial measures of the Program or Department unreasonable, or a material deviation from prescribed procedures has occurred, the decision and recommendation of the program or department will be affirmed. In the event the committee finds the candidate has been subjected to unreasonable or arbitrary or capricious actions, or actions that violate state or federal law, the matter will be returned to the program or department for further consideration in light of the findings of the respective undergraduate or graduate committee. All appeals will be acted upon within *30 university days* from the receipt of the letter by the respective committee chair.

In the event that the action of the Program or Department or the College Undergraduate or Graduate Committee involves an academic matter under the jurisdiction of University Academic Grievance Procedure, the candidate may file a grievance with that body pursuant to standards set out in the Student handbook.

YOUNGSTOWN STATE UNIVERSITY

BEEGHLY COLLEGE OF LIBERAL ARTS, SOCIAL SCIENCE, AND EDUCATION DEPARTMENT OF TEACHER EDUCATION AND LEADERSHIP STUDIES Candidate Performance Alert

Candidate: _____ Banner ID: Y00 _____

Semester: _____ Catalog Number: _____ Course Title: _____

Program: Primary _____ Middle _____ AYA _____
Multi-Age _____ MSE _____ Admin _____

Department Chair(s): _____

Areas of Concern (Dispositions)

☐ **Collaborative:** Candidates who exhibit a collaborative nature demonstrate an ability to effectively and productively work with others, accept responsibility as required, respect and accept different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates communicate respectfully and with all stakeholders; colleagues, school personnel, clinical personnel, students, and/or mentors.

☐ **Inclusive:** Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. as evidenced by implementing activities and behaviors with goals of total inclusiveness through cultural, ethnic, and cognitive frames of reference. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors.

☐ **Professional:** Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one's workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others. Candidates respond promptly to communications, consistently exhibit punctuality and attendance, maintain professional boundaries of ethical standards of practice, and function as a collaborative group member. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors.

☐ **Belief All Children Can Learn**

☐ **Fairness**

Concern:

Check One:

☐ A mild to moderate concern

☐ A serious or chronic concern

☐ Recommend counseling

Date of Conference: _____

Recommendations:

☐ No further action at this time

☐ Refer for department review/action

Faculty signature indicates a conference occurred with this candidate regarding the concerns.

Candidate signature indicates that the candidate has reviewed the form, but may not necessarily agree.

Faculty Signature

Date

Candidate Signature

Date

POLICIES DURING STUDENT TEACHING

The University is pleased to have the opportunity to place Teacher Candidates in elementary and secondary schools as guests in these systems, and we support the following operational rules as guidelines for Teacher Candidates:

- **School Policies** may vary from school to school. Teacher Candidates may be familiar with the policies of one school; this does not mean they are also familiar with the policies of their new student teaching site. Upon arriving at the school assignment, the Teacher Candidate should immediately become familiar with the school policies, regulations, and physical facilities of that school. The lesson plan binder requirements will assist with this transition. **School regulations** which affect the cooperating teacher also apply to the Teacher Candidate, such as;
 - The reporting and departure times and procedures which should be followed meticulously.
 - The district code of conduct for teachers and social networking policies.
 - District grading policies and procedures.
 - Following the calendar of the assigned school, *not the University calendar*, for the sixteen-week experience.

Failure of the Teacher Candidate to comply with school policies and regulations may result in the removal from student teaching and further action from the district.

- Teacher Candidates are **guests** in the school district and should act accordingly. Final authority in the classroom rests with the Cooperating Teacher. If a Teacher Candidate engages in conduct, irrespective of its time or location, which raises **substantial questions about the candidate's ability to perform as an educational professional**, the Cooperating Teacher, University Supervisor, and/or other school personnel may file a Candidate Performance Alert Form and/or the district may request the Teacher Candidate's removal.
- The Beeghly College of Liberal Art, Social Sciences, and Education (BCLASSE) does not approve of a Teacher Candidate being used as a **substitute teacher** in a classroom other than the assigned student teaching placement. In the event of the Cooperating Teacher's absence, the Teacher Candidate may teach in the assigned classroom with University Supervisor approval and a designated teacher/administrator monitoring the Teacher Candidate. The building principal assumes responsibility if the district hasn't hired the Candidate as a substitute. Any problems or questions should be forwarded to the Office of Student Teaching.

If a Cooperating Teacher and/or University Supervisor have reservations leaving a Teacher Candidate, without licensed assistance, due to special needs, liability, safety of students and Candidate and/or concerns with Candidate's ability to manage the class, then we expect administrative support for the Teacher's and Supervisor's concern with decisions regarding the Candidate's coverage of the classroom

- Student teachers have various seminar/course responsibilities outside of the student teaching experience. Therefore, student teacher candidates shouldn't be working extensively at the school, outside of the contracted teachers' hours. If there is a need for any time beyond the contracted working hours, it is to be within reason and collaboratively discussed between the cooperating teacher, university supervisor, and student teacher candidate and a schedule arranged with written notification to the principal and Administrator Student Field Experiences. (This does not pertain to district required responsibilities i.e. parent teacher conferences, open houses, school programs, etc.)
- Collaboratively, the cooperating teacher and university supervisor determine when the Teacher Candidate is ready to **assume classroom responsibilities**. It is not required or recommended that the

cooperating teacher either leave the room or refrain from assisting when the teacher candidate is in charge of the classroom. If the cooperating teacher leaves the room, the teacher should always be available within the building or have a plan to have a licensed teacher available to the Teacher Candidate in the event the Teacher Candidate needs assistance.

- To improve the student teaching experience for all involved, a **team** approach will be used. This team will be comprised of the cooperating teacher, Teacher Candidate, and the university supervisor. The full-time faculty and limited service who act as the university supervisor are to ensure that the Teacher Candidate can integrate their content, professional and pedagogical knowledge and skills to create learning experiences meaningful for all students. It is also the job of the university supervisor to ensure that the Teacher Candidate's experience is sufficiently extensive and intensive for the Teacher Candidate to demonstrate competence. In rare circumstances, a placement may not provide the appropriate opportunity to demonstrate competencies. Therefore, the student teaching office may change the placement to ensure the Teacher Candidate can demonstrate the required competencies.
- **Time Commitment** required for student teaching officially begins for fall semester when the placement district starts their school year and for spring, the first week of the spring semester and continues until Friday of final's week unless otherwise modified. It requires the largest time block (all day, every day, for 16 weeks, which is minimally 500 hours). *Students are not permitted to take other coursework during student teaching unless they have special permission.*
- Extracurricular and/or outside activities and job responsibilities may affect the expected performance during the student teaching experience. Outside activities need to be constantly assessed and adjustments made to accommodate the student teaching schedule. Any activity outside of student teaching that infringes upon a student teacher's performance should be modified or discontinued.
- Only **Two Excused Absences** are permitted during the semester with proper documentation (doctor's return to work document, funeral notification, or court papers). The cooperating teacher and university supervisor are to be notified prior to the start of the scheduled school hours the day of absence. Days needing to be made up occur after finals' week (graduation may not be impacted). If a Teacher Candidate becomes extremely ill and needs to miss a long period of time, the candidate will be required to complete student teaching in another academic semester.
- Teacher Candidates are to maintain a high level of **professional dress, confidentiality, and professionalism** at all times and with all individuals involved with the student teaching experience. If a Teacher Candidate's behavior and/or actions are deemed unethical and/or unprofessional, removal and a grade of No Credit for student teaching may result.
- Teacher Candidates are prohibited from **cell phone and personal electronic device usage** during the school's regularly scheduled instructional periods. Exceptions to this policy are for educational purposes only and the cooperating teacher has provided written approval to the university supervisor. Teacher candidates using a cell phone and/or personal electronic devices during instructional periods may be removed* from the student teaching experience.
- Teacher Candidates should always maintain a high level of professionalism to include **social media usage**. When concerns with a Candidate's social media are identified, it will be at the judgment of the respective program faculty to determine if the Candidate is demonstrating inappropriate and/or unprofessional conduct, action to be taken, and the extent of the Candidate's continuation in the student teaching experience. Further actions from the district may occur.
- BCLASSE subscribes to the **concept of professional organizations** (NEA, OEA, CEC, NAEYC, etc.). Students in professional preparation are strongly encouraged to join the student level of the professional organizations and participate in programs for professional development and liability coverage.

- If the school to which the Teacher Candidate is assigned is subject to a **jurisdictional dispute** between a teachers' association and the school corporation, Teacher Candidates will assume a position of neutrality. The Teacher Candidate is to remain away from the assignment and not participate in either side of the dispute. The Teacher Candidate may be reassigned as necessary.
- If a Teacher Candidate needs to **withdraw from the student teaching experience**, a written letter of notification is required to be submitted to the office of Student Field Experiences ASAP. It is the Teacher Candidate's responsibility to go through the withdraw process on Banner. In addition, the Teacher Candidate is required to provide a letter of thanks to the cooperating teacher and respective district administrator(s). It is the responsibility of the Teacher Candidate to return all resource materials, texts, student papers, etc. to the assigned school. Failure to follow through with any or all the above, may delay a future student teaching opportunity.

*NOTE: Teacher Candidates, removed from student teaching, may appeal the removal. Contact the Administrator Student Field Experiences to discuss the appeal process which needs to begin within 24 hours of the removal.

Teacher Candidate Dress Code for Student Teaching

Dress and appearance must be consistent with the high professional standards expected of all teachers. All Teacher Candidates are expected to adhere to the following dress code which includes cleanliness, neatness, and modesty. Appropriate appearance and dress contribute to a positive academic environment. Any clothing, jewelry, or personal grooming that is considered unsafe, unhealthy, or is determined to be disruptive to the educational process is prohibited. The following is a list of guidelines to follow as a visitor in the school(s) to which the candidate has been assigned:

- Consider student teaching as a job interview, dress and act accordingly
- Stand out in a professional, positive way (appearance, behavior, professionalism)
- Always dress professionally and wear either district or YSU identification
- Slacks, khakis, knee length skirts are appropriate (denim, yoga pants, and sweatpants are not allowed)
- Blouses and collar shirts required. Blazer, jacket, or sweater in cold weather (hoodies are not allowed)
- Appropriate shoes (flip-flops are not allowed)
- Accessorize appropriately, ties for male candidates if teachers are required to wear
- Piercings should be limited to the ears
- Tattoos must generally be covered. Check with the cooperating teacher for additional guidance regarding tattoos.
- Keep hair well groomed

Wear either your YSU ID or school designated identification throughout the student teaching experience. The ID should be visible and clear for all school personnel.

The building principal, cooperating teacher, and university supervisor are responsible for ensuring that Teacher Candidates are following the district dress code. Exceptions to the above dress code may be made in the event of special school activities or field trips with special permission from the university supervisor. Teacher Candidates can be removed for unprofessional dress or appearance by the cooperating teacher, building principal, or university supervisor. If you are unsure of something regarding your appearance or dress, such as an unnatural hair color or style, check with the cooperating teacher.

Recommended Mentoring Model for Student Teaching

The purpose of the student teaching experience is to learn about teaching. The Teacher Candidate should have ample opportunity to develop and practice the knowledge and skills required in the Ohio Standards for the Teaching Professions and engage in reflective activities to assess the candidate's teacher behaviors and their consequences. Therefore, the Beeghly College of Education recommends cooperating teachers mentor our Teacher Candidates by incorporating a co-teaching model during the student teaching experience. This approach will allow the Teacher Candidate to have a gradual increase in responsibilities with consistent monitoring and feedback from the cooperating teacher without the cooperating teacher giving up the classroom.

Ten or Sixteen-Week Placements

Teacher candidates should not assume full responsibility for all classes during the first week!

A candidate is expected to observe and assist during the first week, and then begin co-teaching in a support role during the second week.

Co-teaching involves a sharing of instructional duties between two teachers in the same classroom with the same group of students. Roles are coordinated in a variety of ways. One teacher may give instructions or demonstrate while the other circulates to provide assistance to students. One may explain a concept while the other demonstrates. Or one might work with a small group of students while the other supervises an activity with the rest of the class.

The Ohio Department of Education recommends co-teaching as “a component of a differentiated support system for new teachers,” and suggests that it be included in the Ohio Resident Educator program. *The Co-teaching Model*, published by ODE and available on the YSU student teaching web page, provides more information about how co-teaching works.

Co-teaching may involve shifting of roles, with teachers alternating in taking the lead for different topics, activities, or portions of a lesson. When Teacher Candidates begin co-teaching in the second week of the student teaching experience, they do so in a support role. The cooperating teacher takes the lead. Beginning in the third week, however, the teacher candidate is expected to take the lead—at first, for just one class period per day, but gradually expanding to more class periods in subsequent weeks as confidence grows and instructional skills are refined. This transition to greater responsibility is summarized in the following table. The schedule can be modified, based on the judgment of the cooperating teacher.

Beginning Week 10, the Teacher Candidate should have the lead instructional role in a minimum of five but preferably more instructional areas. Throughout the period in which the teacher candidate has the lead role, however, the cooperating teacher is encouraged to continue to play a support role. The degree of support provided will depend on the proficiency of the Teacher Candidate and the learning needs of the student. While student learning needs are paramount, cooperating teachers should bear in mind that their intervention in a co-teaching support role benefits the candidate as well; by modeling best practice and helping them make timely adjustments in their teaching strategies.

It is not required or recommended that the cooperating teacher either leave the room or refrain from assisting when the Teacher Candidate is in charge of the classroom.

Ten Week Co-Teaching Schedule

Week	Teacher Candidate Responsibility
1	Observe the classroom. Assist teacher in instruction and duties
2	Co-teaching in support instructional role (observe, assist, and/or differentiate)
3	Co-teaching in support instructional role and lead role in 1 instructional period
4	Co-teaching in support instructional role and lead role in 2 instructional periods
5	Co-teaching in support instructional role and lead role in 3 instructional periods
6	Co-teaching in lead role in 4 instructional periods; continue instructional support
7-10	Co-teaching in lead role in 5 or more instructional periods; continue instructional support

Sixteen Week Co-Teaching Schedule

Week	Teacher Candidate Responsibility
1	Observe the classroom. Assist teacher in instruction and duties
2	Co-teaching in support instructional role (observe, assist, and/or differentiate)
3	Co-teaching in support instructional role and lead role in 1 instructional period
4	Co-teaching in support instructional role and continue lead role in 1 or 2 instructional period(s)
5	Co-teaching in support instructional role and lead role in 2 instructional periods
6	Co-teaching in support instructional role and continue lead role in 2 or 3 instructional periods
7	Co-teaching in support instructional role and lead role in 3 instructional periods
8	Co-teaching in lead role in 3 or 4 instructional periods; continue instructional support
9	Co-teaching in lead role in 4 instructional periods; continue instructional support
10-16	Co-teaching in lead role in 5 or more instructional periods; continue instructional support

Six- or Eight-Week Placements

Teacher Candidates should not assume full responsibility for all classes during the first week!

The student teaching experience should begin with the Teacher Candidate shadowing the cooperating teacher in all activities and then shift to a co-teaching approach in a support role during the second week. Within the co-teaching experience, the Teacher Candidate should progressively move from a support instructional role to a lead instructional role towards the end of the student teaching experience (see below).

It is not required or recommended that the cooperating teacher either leave the room or refrain from assisting when the teacher candidate is in charge of the classroom.

Six Week Co-Teaching Schedule

Week	Teacher Candidate Responsibility
1	Observe the classroom. Assist teacher in instruction and duties
2	Co-teaching in support instructional role and lead role in 1 instructional period
3	Co-teaching in support instructional role and lead role in 3 instructional periods
4-6	Co-teaching in lead role in minimum of 4(+) instructional periods; continue support

Eight Week Co-Teaching Schedule

Week	Teacher Candidate Responsibility
1	Observe the classroom. Assist teacher in instruction and duties
2	Co-teaching in support instructional role (observe, assist, and/or differentiate)
3	Co-teaching in support instructional role and lead role in 1 instructional period
4	Co-teaching in support instructional role and lead role in 2 instructional periods
5	Co-teaching in support instructional role and lead role in 3 instructional periods
6-8	Co-teaching in lead role in minimum of 4(+) instructional periods; continue support

Cooperating Teacher Information

The University Supervisor is required to provide the following cooperating teacher materials to the Office of Student Field Experiences. Candidates will receive a grade of No Credit, if all materials from the cooperating teacher are not submitted to the student teaching office.

Student Teaching Materials	When Due		Note:
	Mid-Term	Final	
Student Teaching Observation Form	X	X	Mid-term: CT 2 observations Final: CT 3 observations (8-week placements follow final)
CPAST – Candidate Preservice Assessment for Student Teaching	X	X	CT/US/ST individually complete then have a 3-way conference for determination of consensus scores
EDA – Educator Disposition Assessment	X		CT/US complete individually – if there are concerns, a plan is written and EDA completed at finals.
IF APPLICABLE: Respective Program Evaluation – MCE	TBD	X	Completed individually or in consultation with US – discuss with US
Outstanding Performance Award (if applicable)	Specific date – check calendar		Completed separately by CT and US. Only nomination forms submitted properly and on time will be considered.

We recommend maintaining copies of all materials submitted for future reference.

Qualifications and Responsibilities of Cooperating Teachers

Qualifications:

- Certified/licensed in cooperating service field,
- Minimum of 3 years classroom teaching experience including 2 years in the mentoring field
- Meets the federal definition of Highly Qualified teacher
- Demonstrates the capacity to positively impact student learning,
- Demonstrates the capacity to effectively mentor adults and is an appropriate role model,
- Demonstrates professional practice identified in the *Ohio Resident Educator Mentor Standards*, and
- Demonstrates skilled professional practice in the *Ohio Standards for the Teaching Profession*

Responsibilities:

- Becoming acquainted with and mentoring the teacher candidate
- Preparing the class(es) for the teacher candidate's arrival (Checklist for Cooperating Teachers)
- Creating a positive learning environment in which the teacher candidate can have a feeling of belonging and becoming a professional;
- Acquainting the teacher candidate with the school policies;
- Orienting the teacher candidate to the school and the community;
- Providing the teacher candidate with instructional materials, personal desks, if possible, access to student records, technology, and other materials;
- Acquainting the teacher candidate with the needs of children, the curriculum pattern, and the various types of plans for instruction used in the school;
- Modeling and demonstrating effective teaching techniques which impact student learning;
- Providing the teacher candidate with an understanding of the extent of their authority and responsibilities;
- Providing the opportunity for the teacher candidate to co-teach in a lead instructional role, under guidance, for an appropriate period of time;
- Review the edTPA with the teacher candidate, assist in selecting an appropriate central focus that fits the curriculum, and help to assure the learning segment is taught within the designated time frame;
- Providing frequent encouragement, constructive criticism and recognition of success through conferences;
- Conferring with the University Supervisor about the teacher candidate's progress
- Weekly meetings with the teacher candidate to discuss progress, challenges and recommendations;
- Observe and writing observations of the teacher candidate's progress
- Evaluate the teacher candidate's performance on the CPAST at midterm and final, then participate in a 3-way conference with the University Supervisor and teacher candidate to determine consensus scores.



To: Cooperating Teachers
From: Office of Student Field Experience
Topic: Mentoring Compensation and Certificates

YSU provides mentoring compensation to school districts in return for mentoring student teachers. The school district selects the mentoring compensation option(s) for each semester. Districts choose from the following options:

- Cash honorarium: \$25 per week multiplied by the weeks of placement in the district for each student teacher.
- Tuition stipend: The stipend goes toward the cost of YSU tuition for enrollment in graduate coursework which covers the instructional and general fee only. After the student teaching experience, the stipend covers 3 graduate semester hours per student teacher in the district for a 16-week experience; 2 graduate semester hours per student teacher in the district for an 8-week experience. A form will be sent to the district requiring verification of the educator using the stipend and will include directions for submitting the form to YSU financial aid. (Sample on the following page.)
- A combination of the compensation, stipend and tuition: The combination is equal to the total number of student teachers in the district for the student teaching experience.

(The above is in compliance with the 2011 Ohio Ethics ruling. Therefore, **any questions teachers have regarding the mentoring compensation are to be directed to their district's superintendent office.**)

At the end of the student teaching experience, YSU will provide a letter to the district regarding the mentoring compensation. The designated district administrator will then notify YSU of the district preference for the cash honorarium and/or tuition stipend(s).

For cooperating teachers, the Office of Student Field Experiences will provide each cooperating teacher with a certificate verifying mentoring of a student teacher, for the respective semester. Certificates will be mailed to the districts at the end of the student teaching experience. Check with your LPDC if the certificate can be utilized for licensure renewal.

Thank you for your support of the educational programs at the Beeghly College of Liberal Arts, Social Sciences and Education of Youngstown State University. Your continued cooperation with our Teacher Education and Leadership Studies programs to prepare capable and qualified teachers is greatly appreciated.

CHECKLIST FOR THE COOPERATING TEACHER

Your willingness to actively participate in the professional development of a YSU student teacher is greatly appreciated. We believe this will be an interesting and constructive opportunity for the candidate. We hope the experience will provide an occasion for professional growth for the candidate also.

The following list of questions and suggestions is a means of getting your student teacher appropriately involved in the school environment and are meant to help your student teacher become effective in your school community. The list is representative and is not meant to be inclusive.

Pre-Student Teaching Introduction:

HAVE I:

- _____ 1. Read thoroughly the student teacher's personal information form?
- _____ 2. Provided the student teacher with an introduction to the school principal?
- _____ 3. Provided a brief tour of immediate instruction areas so the student teacher will know where to "hang a hat" on the first day of actual scheduled arrival?
- _____ 4. Provided the student teacher with appropriate textbooks and reference materials for perusal?
- _____ 5. Provided the student teacher with a school handbook so the candidate may become familiar with school rules and regulations?
- _____ 6. Provided the student teacher with my phone number and email address in the event that some questions may arise about which we should communicate?
- _____ 7. Provided the student teacher with a thumbnail sketch of myself?
- _____ 8. Prepared pupils for the arrival of the student teacher and explanation of their role?
- _____ 9. Discussed the schedule for the first day at school?
- _____ 10. Reviewed the student teaching website: <https://w.taskstream.com/ts/soltis1/StudentTeachingExperience>
Case sensitive password - B33ghlyOn3.

First Day of Actual Scheduled Participation:

HAVE I:

- _____ 1. Shown the student teacher the rest rooms? Faculty lounge?
- _____ 2. Taken the student teacher on a general tour of the entire building? Shown the student teacher the cafeteria and explained prices, lunch schedule, lunch duties, etc.
- _____ 3. Made sure the student teacher understands expected hours of arrival, departure, parking regulations, etc.?
- _____ 4. Given the student teacher a copy of daily schedule, map of school, etc.
- _____ 5. Acquainted the student teacher with room policies? Explained expected faculty dress regulations?
- _____ 6. Made as many faculty introductions as feasible?
- _____ 7. Introduced the student teacher to each class? Involved pupils in getting acquainted?
- _____ 8. Given the student teacher their own desk and chair? Provided space for the student teacher and materials?
- _____ 9. Defined the student teacher's authority over pupils in school and class?
- _____ 10. Explained building policy and procedures for calling in sick? Reminded student teacher to notify university supervisor?
- _____ 11. Scheduled, or set aside, a regularly planned meeting time each week?

First 3 Weeks:

For the edTPA, HAVE I:

- _____ 1. Reviewed the edTPA with the candidate, assisted in selecting an appropriate central focus that fits the curriculum, and am aware of the specific week for the teaching of the learning segment.

First Week:

HAVE I EXPLAINED:

- _____ 1. Fire drill regulations?
- _____ 2. Lock down procedures?
- _____ 3. Tornado warning procedures?
- _____ 4. First aid policies and procedures? Identified those with health problems?
- _____ 5. Your grading system and the school's policy and/or philosophy about grades?
- _____ 6. Lesson plan procedures? Tentative teaching schedule discussed with university supervisor?
- _____ 7. Attendance and tardy reports, excuses? Duplicating procedures?
- _____ 8. Hall passes, library passes, recess duties, etc.
- _____ 9. School calendar?
- _____ 10. Policies and procedures for using technology?
- _____ 11. Inform the student teacher briefly about the local community and community activities if the candidate is not familiar with the immediate area?

Second Week and Thereafter – Evaluation of Your Student Teacher:

HAVE I:

- _____ 1. Encouraged the student teacher to use and develop own ideas and techniques and not to imitate me?
- _____ 2. Provided the student teacher with adequate conference time?
- _____ 3. Permitted the student teacher to select own learning experiences to a certain degree?
- _____ 4. Let the student teacher use their own judgment on pupil evaluation?
- _____ 5. Invited the student teacher to participate in professional groups on local, state, and national levels – when feasible?
- _____ 6. Given the student teacher enough constructive criticism, as well as praise? Documented?
- _____ 7. Given the student teacher adequate opportunity to formulate and implement own assessment ideas?
- _____ 8. Helped to assure the edTPA learning segment is taught within the designated time frame?

NOTE: Student teachers have various seminar responsibilities outside of the student teaching experience. Therefore, student teacher candidates shouldn't be working extensively, at the school, outside of the contracted teachers' working hours. If there is a need for any time beyond the contracted working hours, it is to be within reason and collaboratively discussed between the CT/US/ST and a schedule arranged with written notification to the principal and Administrator Student Field Experiences.

EVALUATION:

HAVE I:

- _____ 1. Obtained the respective evaluation schedule from the student teaching website?
- _____ 2. Conducted informal observations using the observation form following the respective evaluation schedule? Conferenced and provided the student teacher an opportunity to discuss the lessons that was observed? Provided a copy of the observation forms?
- _____ 3. Scheduled meeting(s) with the university supervisor and the student teacher to hold a 3-way conference for the CFAST evaluation(s) according to the respective evaluation schedule?
- _____ 4. By the end of the experience, completed the CFAST evaluation with consensus scores, TELS content Addendum and completed and signed the endorsement?
- _____ 5. By the end of the experience, given the student teacher a letter of recommendation?

Last Two Weeks:

HAVE I:

- _____ 1. Made sure the student teacher has graded/returned all papers to students and teacher?
- _____ 2. Helped the student teacher bring closure to any reports, grade book, and assignments?
- _____ 3. Gradually taken the lead instructional role at the end of a unit of instruction.

University Supervisor Information:

The University Supervisor is required to provide the following materials to the Office of Student Field Experiences and place the respective materials on Student Learning and Licensure, SL&L

Student Teaching Materials	Who Completes			When Due		SL&L		Note:
	US	CT	ST	Mid-Term	Final	Y	N	
Lesson Plan 1 Rubric	x			x			x	Complete the first two weeks of lesson plans being submitted. Submit each rubric with the respective lesson plan.
CPAST – Candidate Preservice Assessment for Student Teaching	x	x	x	x	x	x		3-way conference with consensus scores by CT/US/ST
EDA – Educator Disposition Assessment	x	x		x		x		CT/US complete individually – if there are concerns, a plan is written and EDA completed at finals.
IF APPLICABLE: Respective Program Evaluation – MCE	x	x		TBD	X	x		Respective forms in ST folder received beginning semester – completed in consultation with CT or CT individually
Outstanding Performance Award (if applicable)	x	x		Specific deadline – check calendar			x	Must be completed separately by CT and US. Only nomination forms submitted properly and on time will be considered; print name then sign

*We recommend maintaining copies of all materials submitted
for future reference.*

Qualifications and Responsibilities of University Supervisors

Qualifications (minimum):

- Master's degree in K-12 teaching field,
- Certified/licensed in K-12 teaching field in which supervision occurs,
- Minimum of 3 years classroom teaching experience
- Demonstrates understanding of and involvement with diversity
- Demonstrates and/or maintains effective instructional skills and pedagogical content knowledge, including the ability to differentiate instruction
- Demonstrates the ability to use assessment data to monitor student learning and provide feedback
- Demonstrates the capacity to effectively mentor adults
- Demonstrates professional practice identified in the Ohio Resident Educator Mentor Standards

Responsibilities:

The university supervisor has the responsibility for the 16-week supervision and mentoring of a teacher candidate(s) in the clinical experience. The supervisor works as the liaison person between the Office of Student Field Experiences and school personnel to provide realistic, relevant teaching experiences for the candidate. The supervisor is to ensure that the candidate can integrate content, professional and pedagogical knowledge and skills to create learning experiences meaningful to all students. In addition, supervisors are to ensure that the candidate's experience is sufficiently extensive and intensive for the candidate to demonstrate competency. Supervisors have the following roles and responsibilities:

Working with school personnel to:

- a) Serve as a mentor or resource person to the cooperating teacher to include reviewing the *Guidelines for Student Teaching* handbook together;
- b) Arrange and write a tentative sixteen-week teaching schedule for the candidate to take responsibility in the classroom;
- c) Provide necessary information and help meet deadlines;
- d) Assist, advise, and address concerns/problems involving the candidate by being readily available;
- e) Discuss the progress of the candidate and the experience with the building principal and cooperating teacher (A minimum of 8 visits is required over a sixteen-week period, however, length and number of visitations should be based upon the needs of both the teacher candidate and cooperating teacher.)
- f) Effectively evaluate the candidate through a collaborative evaluation process.
- g) Coordinate observation and evaluation schedules and meetings with the cooperating teacher;
- h) Understand what is occurring in the classroom from the cooperating teacher's point of view.

Mentoring the teacher candidate by:

- a) Participating in the orientation meeting with the teacher candidate to acquaint the individual with their responsibilities;
- b) Providing descriptive feedback to the cooperating teacher and candidate concerning the candidate's competencies at a minimum after each of the five formal classroom observations spread out over the course of the 15-week placement;
- c) Meeting and conferring with the candidate after each of the observations;
- d) Providing additional weekly feedback to the candidate on the submitted lesson plans, progression of the instructional units, assessment, instructional materials, and connection of instruction to research and theory;

- e) Effectively coordinating and completing the collaborative evaluation process (3-way conference – cooperating teacher, supervisor, teacher candidate-discussing evidence for each domain area and coming to a consensus score based on the evidence. The process is required to be completed twice, once at the midpoint and once at the end of the experience);
- f) Assisting in the improvement of the teacher candidate's instructional skills through observation, analysis and suggestions;
- g) Providing experiences during the semester to enhance and promote the transition from teacher candidate to classroom teacher;
- h) Reviewing materials for the edT(PA (required performance assessment) and helping assure the learning segment is taught;
- i) Understanding what is occurring in the classroom from the candidate's point of view;
- j) Guiding the candidate in using assessment data to monitor student learning and adjust the level and pace of instruction.

Providing administrative responsibilities by:

- a) Collecting candidates' weekly lesson plans and weekly logs of teaching and reflection and providing feedback;
- b) Evaluating the reporting on the adequacy of the placement and making recommendations for additional or future placements, either for the current student teacher or others, as needed;
- c) Reporting critical changes in the normal operation of the clinical experience;
- d) Submitting CFAST midterm and final evaluation scores on TaskStream;
- e) Meeting deadlines on required submissions, following the observation schedule, coordinating meetings with the teacher candidate and/or cooperating teacher, following through with preset communications and meetings
- f) Keeping the Administrator of Student Field Experiences informed of concerns about the student teacher or the placement site and, if a situation arises, checking with the school that district procedures were followed by the teacher candidate and district.

UNIVERSITY SUPERVISOR GUIDELINES

When meeting with your student teacher(s) at the orientation meeting:

- Review the Responsibilities and Requirements part of the syllabus
- Discuss and clarify your expectations
Explain how and when to contact you
Discuss with the student teacher professionalism
Discuss dress code
Discuss the lesson plan binder requirement
- Discuss the materials on the website
Review the lesson plan descriptions and the formats
Discuss how and when lesson plans and weekly progress logs are to be submitted (A shared folder is recommended)
Discuss process for absences
- Discuss the evaluation process
Discuss if you will have announced or unannounced observations
Review the 'Look Fors'
Explain the evaluation schedule
- Sign off on the Responsibilities and Requirements Acknowledgment form for each student teacher.

During the student teaching experience, remember to:

- Communicate, communicate, communicate
- Contact the Administrator of Student Field Experiences when you are unsure of a situation
- Contact the Administrator of Student Field Experiences with concerns about the student teaching placement, student teaching experience, cooperating teacher, and/or student teacher
- Provide the cooperating teacher with necessary information and help them to meet deadlines

Review the *Guidelines for Student Teaching* handbook with the cooperating teacher.

- Set up a written tentative schedule for the student teacher taking responsibility in the classroom
- Provide constructive feedback to the student teacher
- Be flexible with school schedules and do not expect more in a district than what is required
- Know what is happening in the classroom from the cooperating teacher's and student teacher's point of view
- Review the edTPA with the candidate, assist in selecting an appropriate central focus that fits into the curriculum (if needed), and help to assure the learning segment is taught within the designated time frame;
- Recognize the importance of the Outstanding Performance Award – discuss the opportunity for nomination within the parameters of the award (classroom, school, and community)
- Submit all materials on time to the Student Teaching Office and on TaskStream

University Supervisors are expected to:

- Collect and submit the Student Teacher Responsibilities and Requirements form at orientation.
- Weekly collect, read and provide descriptive feedback, regarding lesson plans, in a timely manner, to student teacher
- Review the Weekly Progress Log, on TaskStream, to monitor progress and discuss concerns and score as "Meets Requirement".
- Observe the student teacher at least twice before the midterm and three times after the midterm.
- Complete CPAST individually at the midterm and final, then complete a 3- way conference and record consensus scores from CT/US/ST
- Collect and submit ALL materials from the Student Teacher and Cooperating Teacher at the midterm and final.
- Input, on TaskStream, the midterm and final CPAST, EDA, Teacher Education content addendum and program specific evaluations, if applicable.
- Submit to the Student Teaching Office, all final materials on Monday of final's week.

Observation and Evaluation Information:

The following evaluation materials will be utilized during the student teaching experience.

Evaluation Materials	Who Completes			When Due	
	US	CT	ST	Mid-Term	Final
Weekly Progress Log			x	x	x
Student Teaching Observation Form	x	x		x	x
CPAST – Candidate Preservice Assessment for Student Teaching	x	x	x	x	x
EDA – Educator Disposition Assessment	x	x		x	
If applicable, additional evaluations:					
Middle Childhood Final Evaluations		x			x

OBSERVATION SCHEDULE:

For teacher candidates in

- 16-week student teaching experience: the cooperating teacher and university supervisor will each complete a minimum of four (5) observations – 2 prior to the midterm and 3 prior to the final.
- 8 -week student teaching experience: the cooperating teacher and university supervisor will complete a minimum of three (3) observations

All Ohio teachers are evaluated on the following standards under the Ohio Teacher Evaluation System, OTES. All TELS pre-clinical and student teaching experiences utilize these standards to evaluate candidates.

Ohio Standards for the Teaching Profession

1 Teachers understand student learning and development and respect the diversity of the students they teach.

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

2 Teachers know and understand the content area for which they have instructional responsibility.

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

3 Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety

of diagnostic, formative and summative assessments.

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

4 Teachers plan and deliver effective instruction that advances the learning of each individual student.

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

5 Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.

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

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

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

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

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement

Description of EVALUATION FORMS

Weekly Progress Log:

The log is intended as a reflective tool for the candidate and provides information to the university supervisor on the candidate's progress and the weekly cooperating teacher meetings. The student teacher candidate completes and submits the log weekly to the university supervisor on TaskStream.

Student Teaching Observation Form:

The observation form is aligned with the CCAST and OTES. It provides feedback to candidates on their teaching progress and recommendations to guide further growth. Cooperating teachers and university supervisors complete the form when observing a lesson to assist in discussing the nature of the lesson and areas for improvement. Cooperating teachers and university supervisors will identify practices that should continue and the practices that need improved. The student teacher candidate is to receive a copy of each observation form at the time the cooperating teacher and/or university supervisor discuss the lesson with the student. University Supervisors may have announced or unannounced observations.

Candidate Preservice Assessment of Student Teaching (CPAST):

The CPAST is a formative and summative assessment of the teacher candidate's performance and is aligned with OTES and InTASC standards. The assessment assesses two areas - Pedagogy and Dispositions. Within each section are detailed performance descriptors with observable measurable behaviors and distinct differences between the four levels of performance. The university supervisor, cooperating teacher and student teacher candidate individually complete this assessment at the midpoint and final of the student teaching experience. A three-way conference is held (CT, US, ST) to discuss each area and decide on a consensus score for each area. An **average score of a two (2), with no score of a zero**, in each Pedagogy and Dispositions is required to receive credit in student teaching.

Educator Disposition Assessment (EDA):

The EDA measures and documents teacher candidate's dispositions. It assists cooperating teachers and university supervisors in identifying teacher candidate's exemplary and challenges with dispositional behavior during the student teaching experience. The EDA will be completed, at the midpoint of the student teaching experience, by the cooperating teacher and university supervisor. Implementation of a remediation plan may be recommended for a teacher candidate receiving low ratings to assist the teacher candidate in development of the respective professional disposition(s). A **composite score of a 15 with no zeros** is required to receive credit in student teaching.

If applicable: TELS Addendum: Content Knowledge and Endorsement:

The Addendum is a summative assessment of the teacher candidate's content knowledge and assesses this knowledge in planning for instruction and instructional delivery. The university supervisor, cooperating teacher and student teacher candidate individually complete this assessment at the midpoint and final of the student teaching experience. A three-way conference is held to determine a consensus score. An **average score of a two (2), with no score of a zero**, AND endorsement by the cooperating teacher and university supervisor is required to receive credit in student teaching.

If applicable: Program Specific Evaluations:

These evaluations address the respective national standards (AMLE, NCSS, and NCTM) for the program and provide guidance for program improvement. In addition to the CPAST, the cooperating teacher and/or university supervisor evaluate the teacher candidate against the national standard at the midterm and/or final. A program specific evaluation is completed for teacher candidates in middle childhood and AYA social studies, language arts and math.

Weekly Progress Log

Candidate:					Week of:	
District Required Teacher Hours	# Hours Completed: Mon.	#teaching days/hours			1. Classroom responsibilities for the week:	
From....To...	Tues.	# PD days/hours				
	Wed.					
	Thurs.	Total # days/hours				
	Fri.					
2. Skills I need to improve upon and why. (Identify the CPAST area)					4. Strategies for Improvement. (Identify the CPAST area)	
3. Data I collected this week, why, how used:						
5. I learned / Something to think about . . . (research and theory) (Identify the CPAST area)						
6. Weekly Meeting with Cooperating Teacher:						
Date(s):	Topics:				Recommendations (Identify the CPAST area)	

Candidate's Signature

Cooperating Teacher's Signature

STUDENT TEACHING OBSERVATION FORM

Student Teacher: _____

Date: _____ Time: _____

District/School: _____

Observer/Title: _____

Grade/Subject: _____ Class Size: _____

Number of Observation: 1 2 3 / 1 2 3

Indicate with an 'X' if observed.

Y	N	
		CPAST (A): Aligned standards, objectives, and learning tasks with each other.
		CPAST (A): Designed developmentally appropriate content, instruction, and learning activities.
		CPAST (A): Stated objectives/targets that are appropriate for learners.
		CPAST (C): Assessment included in daily procedures
		CPAST (D): Linked lesson content to prior learning, previous lessons and future learning.
		CPAST (D): Organized instruction to ensure content is comprehensible for learners.
		CPAST (E): Appropriately sequenced learning experience to engage learners throughout the lesson.
		CPAST (F): Utilized questioning techniques that engages learners in critical thinking.
		CPAST (G): Checked for understanding during lesson using formative assessment and adjusts instruction to meet needs of all learners.
		CPAST (H): Used developmentally appropriate digital tools and resources that are relevant to the learning objective.
		CPAST (I): Used routines and transitions, and handles disruptive behavior appropriately.
		CPAST (J): Utilized own teacher-designed assessment of student learning to guide instruction.
		CPAST (K): Provided learners with timely feedback that enables learners to identify strengths and/or areas for improvement.
		CPAST (L): Evaluates and supports learning through developmentally appropriate assessments.
		Provided appropriate closure to lesson.

Evidence:

Need to consider:

Teacher Candidate's Next Steps:

Teacher Candidate's Next Steps with CT:

Ohio Standards for the Teaching Profession (OSTP) – Indicate with an 'X' which standard(s) needs improvement.

1. Teachers understand student learning and development and respect the diversity of the students they teach.	2. Teachers know and understand the content area for which they have instructional responsibility.	3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.	4. Teachers plan and deliver effective instruction that advances the learning of each individual student.	5. Teachers create learning environments that promote high levels of learning and achievement for all students.	6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.	7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
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Disposition**Associated Indicators**

	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input checked="" type="checkbox"/> Indicator 1 <input type="checkbox"/> Indicator 2 <input type="checkbox"/> Indicator 3	<input type="checkbox"/> Indicator 1 <input checked="" type="checkbox"/> Indicator 2 <input checked="" type="checkbox"/> Indicator 3	<input checked="" type="checkbox"/> Indicator 1 <input type="checkbox"/> Indicator 2 <input type="checkbox"/> Indicator 3

AVERAGE COMPOSITE SCORE ACROSS DISPOSITIONS:**SCORING:**

Identify the appropriate level of the **associated indicator** for each disposition.

To determine the **disposition score**, add the value of each associated indicator and divide by the number of components for the disposition.

For example, look above which has
been scored: $0 + 1 + 1 + 2 = 4$

divided by 3 components = 1.33

To determine the **average composite score** across the dispositions, total the disposition scores

Student Teaching Evaluation Criteria

The Teacher Education teacher preparation programs seek to produce candidates who are collaborative, inclusive, professional, fair, and believe all students can learn. Therefore, teacher candidates will be evaluated on dispositions. Dispositions are the values, commitments and professional ethics of candidates in the Teacher Education and Leadership Studies professional preparation programs.

Ohio teachers are evaluated on a system which is aligned with the *Standards for the Teaching Profession* and has two key components – teacher performance and student academic growth. The student teaching evaluation, Candidate Preservice Assessment for Student Teaching (CPAST), assesses two areas, pedagogy and dispositions, and is aligned with the Ohio Standards for the Teaching Profession (OSTP) and Interstate Teacher Assessment and Support Consortium (InTASC) Standards. The Teacher Education Content Addendum evaluates candidates' content knowledge and is aligned with the OSTP and InTASC standards.

On the CPAST, the cooperating teacher, university supervisor and teacher candidate review the detailed performance descriptors and determine a level of performance for each of the following areas.

Pedagogy

- Planning for Instruction and Assessment
- Instructional Delivery
- Assessment
- Analysis of Teaching

Levels of Performance

3 = Exceeds Expectations

2 = Meets Expectations

1 = Emerging

0 = Does Not Meet Expectation

Dispositions

- Professional Commitment and Behaviors
- Professional Relationships
- Critical Thinking and Reflective Practice

For the TELS Addendum, the cooperating teacher, university supervisor and teacher candidate determine a level of performance for content knowledge in the teaching area, pedagogical knowledge and skills in planning, academic language and planning for assessment. The levels of performance are aligned with the CPAST.

Determining a Level of Performance:

- Cooperating teachers, university supervisors, and teacher candidates use the “Look Fors” resource guide, that contains the performance descriptors, sources of evidence, and possible sources of evidence, to determine the level of performance for each area when individually scoring.
- The “Look Fors” resource guide is, also, reviewed during the 3-way conference to determine a consensus score for each area.
- If the teacher candidate has not had the opportunity to engage in an area at the midpoint, a score of zero is utilized and should be noted as such. The cooperating teacher and/or the university supervisor are to provide experience in the area(s) with a zero prior to the final evaluation.
- University supervisors and student teachers will receive training on scoring the assessment. Training is available to cooperating teachers.

Passing Criteria:

- Candidates with six or more zeros or experiencing difficulty at the midterm, should be brought to the attention of the Administrator of Student Field Experiences. A performance review and/or professional development plan may need to be developed.
- Teacher candidates must have, on the final evaluation, an **average score of a two (2) with no score of a zero** in each Pedagogy and Dispositions and on the TELS Content Addendum, as well as, receive an endorsement for licensure from the cooperating teacher and university supervisor to receive credit in student teaching.

CPAST Consensus Form WORKSHEET

In order to prepare for the midterm and final 3-way conferences, utilize the “Look Fors’ and record the level of performance for each area below. Using the data, determine and develop goals for continued growth.

- If a score of zero is identified because the candidate has not had the opportunity, it should be noted as such. The cooperating teacher/university supervisor are to provide an opportunity in the area(s) with a zero prior to the final evaluation.
- Teacher candidates must have an average score of a two (2) with no score of a zero in each Pedagogy and Dispositions and on the TELS Content Addendum, on the final, to receive credit in student teaching.

Rating: 0 = Does Not Meet Expectation 1 = Emerging 2 = Meets Expectations 3 = Exceeds Expectations

Pedagogy	Midterm	Final
Planning for Instruction and Assessment		
A. Focus for Learning: Standards and Objectives/Targets		
B. Materials and Resources		
C. Assessment of P–12 learning		
D. Differentiated Methods		
Instructional Delivery		
E. Learning Target and Directions		
F. Critical Thinking		
G. Checking for Understanding and Adjusting Instruction through Formative Assessment		
H. Digital Tools and Resources		
I. Safe and Respectful Learning Environment		
Assessment		
J. Data-Guided Instruction		
K. Feedback to Learners		
L. Assessment Techniques		
Analysis of Teaching		
M. Connections to Research and Theory		

Professional Dispositions Form		
Professional Commitment & Behaviors		
N. Participates in Research and/or Evidence-based Professional Development (PD)		
O. Demonstrates Effective Communication with Parents or Legal Guardians		
P. Demonstrates Punctuality		
Q. Meets Deadlines and Obligations		
R. Preparation		
Professional Relationships		
S. Collaboration		
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession		
Critical Thinking and Reflective Practice		
U. Responds Positively to Feedback and Constructive Criticism		

<p>Midterm: Goals for remainder of student teaching experience and connection to OSTP.</p>	<p>Final: Suggestions/comments to assist in transition to teaching role with connection to OSTP.</p>
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OBSERVATION AND EVALUATION SCHEDULE

8-week placement

Tentative schedule for ONLY observations and teaching responsibilities which are subject to change to meet individual classroom, cooperating teacher, teacher candidate needs, and/or district schedule.

Week:	Observation and Evaluation	ST Responsibilities
1	<u>CT and US:</u> MEET AND GREET Set up the flow for the candidate to begin teaching with a tentative written schedule for the entire clinical experience.	<u>ST:</u> observe the classroom, assist CT with instruction and duties, and compile information for LP binder; if possible, teach a lesson.
2	US: Review the candidate's binder for school information.	<u>ST:</u> teaching 1 instructional period; assist CT with instruction and duties.
3	<u>CT and US:</u> <ul style="list-style-type: none"> Complete the first observation for the candidate; discuss the observation; provide a copy of your observation review to the candidate within 24 hrs. US: Review the candidate's binder – lesson plans, weekly reflections, and student work samples.	ST: teaching 1-2 instructional periods; assist CT with instruction and duties
4		ST: teaching 2-3 instructional periods; assist CT with instruction and duties
5	<u>CT and US:</u> <ul style="list-style-type: none"> Complete the second observation for the candidate; discuss the observation; provide a copy of your observation review to the candidate within 24 hrs. US: Review the candidate's binder – lesson plans, weekly reflections, and student work samples.	<u>ST:</u> teaching 3 instructional periods; assist CT with instruction, responsible for CT duties
6		ST: teaching 3-4 instructional periods; assist CT with instruction, responsible for CT duties
7	<u>CT and US:</u> <ul style="list-style-type: none"> Complete the third observation for the candidate; discuss the observation; provide a copy of your observation to the candidate. US: Review the candidate's binder – lesson plans, weekly reflections, and student work samples.	ST: teaching 4-5 instructional periods; assist CT with instruction, responsible for CT duties
8	<u>CT, US, and ST:</u> Meet to collaboratively complete the CFAST, TELS Content Addendum. <u>CT:</u> Complete EDA and Program Evaluation <u>US:</u> Submit: <ul style="list-style-type: none"> CFAST and TELS Content Addendum Consensus Forms EDA: CT and US forms Signed Endorsement If applicable: <ul style="list-style-type: none"> CT Program Evaluation Program Specific Assessment 2 Lesson plan rubrics with lesson plans attached EdTPA Verification Form 	<u>ST:</u> teaching 5+ instructional periods; assist CT with instruction, responsible for CT duties

Check with your CT regarding district testing dates for state exams.

OBSERVATION AND EVALUATION SCHEDULE

16-week placement

Week:	Observation and Evaluation	ST Responsibilities
1	<u>CT and US:</u> MEET AND GREET Set up the flow for the candidate to begin teaching with a tentative written schedule for the entire clinical experience.	<u>ST:</u> observe the classroom, assist CT with instruction and duties, and compile information for LP binder; if possible, present a lesson(s)
2	<u>US:</u> Review the candidate's binder for school information.	
3		<u>ST:</u> teaching 1 instructional period; assist CT with instruction and duties
4	<u>CT and US:</u> <ul style="list-style-type: none"> Complete the first observation for the candidate; discuss the observation; provide a copy of your observation review to the candidate within 24 hrs. <u>US:</u> Review the candidate's binder – lesson plans, weekly reflections, and student work samples.	<u>ST:</u> teaching 1 instructional period; assist CT with instruction and duties
5		<u>ST:</u> teaching 2 instructional periods; assist CT with instruction and duties
6	<u>CT and US:</u> <ul style="list-style-type: none"> Complete the second observation for the candidate; discuss the observation; provide a copy of your observation review to the candidate within 24 hrs. <u>US:</u> Review the candidate's binder – lesson plans, weekly reflections, and student work samples.	<u>ST:</u> teaching 2 instructional periods; assist CT with instruction, responsible for CT duties
7		<u>ST:</u> teaching 3 instructional periods; assist CT with instruction, responsible for CT duties
8	<u>CT, US, and ST:</u> Meet to collaboratively complete the CFAST, TELS Addendum and edTPA Verification form. <u>CT:</u> EDA Forms <u>US:</u> Submit to the Student Teaching Office: <ul style="list-style-type: none"> CFAST and TELS Content Addendum Consensus Forms 2 Lesson Plan Rubrics with lesson plans attached. CT/US EDA Forms **A Performance Review will be completed for candidates not passing	<u>ST:</u> teaching 3 to 4 instructional periods; assist CT with instruction, responsible for CT duties
9	<u>CT and US:</u> <ul style="list-style-type: none"> Complete the third observation for the candidate; discuss the observation; provide a copy of your observation to the candidate. <u>US:</u> Review the candidate's binder – lesson plans, weekly reflections, and student work samples.	<u>ST:</u> teaching 4 instructional periods; assist CT with instruction, responsible for CT duties
10		<u>ST:</u> teaching 4 to 5 instructional periods; assist CT with instruction, responsible for CT duties
11	<u>CT and US:</u> <ul style="list-style-type: none"> Complete the fourth observation for the candidate; discuss the observation; provide a copy of your observation review to the candidate within 24 hrs. <u>US:</u> Review the candidate's binder – lesson plans, weekly reflections, and student work samples.	<u>ST:</u> teaching 5 instructional periods; assist CT with instruction, responsible for CT duties
12		<u>ST:</u> teaching 5 instructional periods; assist CT with instruction, responsible for CT duties
13	<u>CT and US:</u> <ul style="list-style-type: none"> Complete the fifth observation for the candidate; discuss the observation; provide a copy of your observation review to the candidate within 24 hrs. <u>US:</u> Review the candidate's binder – lesson plans, weekly reflections, and student work samples.	<u>ST:</u> teaching 5+ instructional periods; assist CT with instruction, responsible for CT duties
14		
15 & 16	<u>CT, US, and ST:</u> Meet to collaboratively complete the CFAST, TELS Content Addendum. <u>CT:</u> Complete EDA and Program Evaluation <u>US:</u> Submit to Student Teaching Office: <ul style="list-style-type: none"> CFAST and TELS Content Addendum Consensus Forms Signed Endorsement If applicable: <ul style="list-style-type: none"> CT Program Evaluation Program Specific Assessment 2 Lesson plan rubrics with lesson plans attached EdTPA Verification Form. EDA: CT and US forms 	<u>ST:</u> teaching 5+ instructional periods; assist CT with instruction, responsible for CT duties

Check with your CT regarding district testing dates for state exams.

**OUTSTANDING PERFORMANCE AWARD
IN
STUDENT TEACHING**

Dear Cooperating Teacher and University Supervisor:

The Office of Student Teaching in the Beeghly College of Education has a special award for education majors to be presented at the end of the student teaching experience. Teacher candidates who have been selected will receive a certificate from the Dean and will be recognized at the annual Beeghly College of Education Alumni Dinner in the respective spring.

For a teacher candidate to be considered for the Outstanding Performance Award, the candidate must have significantly impacted student learning, the school, and the school community **during the student teaching experience** (Nomination cannot address preclinicals).

- Impact on school community requires the candidate is not contracted within the community and/or district, the candidate's involvement is within the community in which the candidate is student teaching, and school/community activities are developed by the candidate voluntarily during the student teaching experience.

Nominations received by the deadline (Monday of week 14) from both the cooperating teacher and university supervisor, and endorsed by the building principal will be reviewed. A committee comprised of Teacher Education and Leadership Studies and the Administrator of Student Field Experiences individually rate each candidate for meeting criteria, and then the results are compiled.

As a cooperating teacher or university supervisor, you are invited to take part in this special recognition. If you feel your student teacher is an outstanding candidate, who has significantly impacted student learning, the school, and the community, submit the nomination form for this special award to the Office of Student Field Experiences, Youngstown State University.

Each nomination requires a narrative describing the teacher candidate's exemplary work with specific examples of how the teacher candidate, during student teaching, significantly impacted student learning, the school and the community. **Please print then sign your name before submitting it.** (Identical narratives from the cooperating teacher and university supervisor will not be considered.) Nomination forms can be accessed on the student teaching webpage (see front cover for website information).

Nominations are to be delivered to the Office of Student Field Experiences (Beeghly Hall, Room 3310) or can be faxed, (330) 941-1236, or mailed to the following address by the deadline.

Youngstown State University
Beeghly College of Liberal Arts, Social Sciences and Education
Office of Student Field Experiences
1 University Plaza
Youngstown, OH 44555

Sincerely,

Therese Kightlinger

Therese Kightlinger
Adm. Student Field Experiences

Teacher Candidate Information

You do not get a second chance to make a first impression.

- Student Teaching Responsibilities
- Lesson Plan Binder Requirements
- Lesson Plan Descriptions
- Instructional Responsibilities Schedule

University Supervisor: _____

Contact Information:

Phone: _____

Email: _____

Cooperating Teacher: _____

Contact Information:

Phone: _____

Email: _____

School Phone: _____

Student Teaching Requirements

The following is a listing of requirements for the student teaching candidate to complete during the student teaching experience. Specific information for each requirement and student teacher responsibilities can be found in the student teaching syllabus. Any questions regarding these requirements should be directed to the University Supervisor or the Administrator of Student Field Experiences.

ST Requirement	Submission time				Submission to			NOTES
	Beginning Semester	Midpoint Semester	End Semester	Weekly	CT	US	SL&L	
Acknowledgements	x						X	Completed on SL&L
CPAST Module	x							Completed on Blackboard
Opioid Module	x						X	Go to ST website for link to module
ST Orientation Evaluation	x						X	
Lesson Plan Binder – Section A	x					X		
ST Midterm Self Reflection		x					X	
Teacher Performance Assessment, TPA		x					and Pearson	Know due date!
Verification of Hours and Days			x					Submit to Mrs. Kightlinger
Lesson Plans w/cover sheet				x	x	x		Maintain your lesson plan binder
Weekly Progress Log				x		x		Submit w/LP
Lesson Plan Binder- Section B				x	x	x		Maintain daily
Meeting with Cooperating Teacher				x				Document on Weekly Progress Log
Meeting with University Supervisor								
Teaching								Daily – see schedule on website
Attend 2 professional developments		x	x				x	Document on Weekly Progress Log
Collaboration activities		x	x				x	Document on Weekly Progress Log
Attending school/district meetings		x	x				x	Document on Weekly Progress Log

Professional Development Days:

- Student teaching candidates are required to attend 2 professional development days during the regularly scheduled school day with minimally one prior to the midterm and one prior to the end of student teaching. Candidates will document their PD on the Weekly Progress Log and provide any documents/certificates with the Log on SL&L.
- Candidates will receive professional development, prior to the start of the student teaching experience, by the Trumbull County Educational Service Center on child abuse, technology, classroom management, interviewing, first year expectations, resident educator program and Ohio Teacher Evaluation System.

STUDENT TEACHING RESPONSIBILITIES and REQUIREMENTS:

2025 - 2026 Academic Year

Student teachers (ST candidates) must assume certain responsibilities to derive full benefits from the student teaching experience. The ST candidates' roles are two-fold: as learners, studying the teacher-learning process, and as co-teachers whose instructional duties increase from day to day.

ST candidates' responsibilities include:

- a) conducting themselves in a manner befitting their position in the school and conforming to the mores and customs, such as dress, speech and personal habits, found in the school community.
- b) gaining an understanding of the community life as it relates to the school district.
- c) abiding by the rules and regulations governing the professional conduct of professional staff in the district and state.
- d) learning and carrying out the district's teachers' policies and procedures.
- e) becoming acquainted with school personnel and their functions.
- f) gaining information about long-range and unit plans in current use and developing lesson plans that meet the respective grade level content standards and extend student learning.
- g) becoming acquainted with the students and acquiring pertinent information about them to help improve their instruction.
- h) discussing confidential information in a professional manner.
- i) assisting in routine procedures and co-curricular activities.
- j) attending school functions, faculty meetings, professional developments, parent teacher conference and other events district teachers normally are expected to attend.
- k) keeping the university supervisor informed of progress made and problems encountered.
- l) demonstrating appropriate professional and ethical conduct.
- m) continuing the development of professional attitude; and
- n) meeting the responsibilities and completing the requirements of the student teaching experience.

Failure to comply with the responsibilities can/will result in a No Credit (NC) grade for student teaching.

The purpose of the student teaching experience is to learn about teaching. The ST candidate should have ample opportunity to engage in reflective activities and to assess teacher behaviors and their consequences. All learning situations bring opportunities for success and failure; and student teaching is no different. The problems experienced during student teaching are not always directly related to the teaching, but to outside influences.

Student teaching is the culminating activity for teacher education. It should not be considered the last course of the student's program, but the beginning of the professional career. The ST candidate is expected to place the responsibilities of student teaching as a top priority. Any activity outside of student teaching that infringes upon a student teacher's performance should be modified or discontinued during the student teaching assignment. As the teaching load increases, the ST candidate needs to constantly assess outside activities and adjust to accommodate the teaching schedule.

ST candidates are considered as quasi staff members insofar as district policy, classroom instruction, and building expectations are concerned. Failure of the ST candidate to comply with district policy and procedures may subject them to reprimand or removal from student teaching which can/will result in a No Credit (NC) for student teaching.

Attendance/Absence:

ST candidates are expected to be in the school that they are assigned and complete ALL 16 student teaching weeks and 500 hours minimally, unless otherwise noted. School closures and sick days are NOT included in the hours.

Candidates are required to be at the school during the scheduled hours, which are observed by the teachers and perform all duties expected of any teacher in the building including PD and meetings. Student teaching begins for the fall semester when the placement district starts their school year and for spring, the first week of the YSU spring semester and continues until Friday of final's week unless otherwise modified. ST candidates follow the

- a) placement district's schedule for spring break.
- b) Absences must be kept to a minimum during student teaching and the missed time may need to be made up after finals week. Two excused absences are permitted with proper documentation. It is the responsibility of the ST candidate to access from the website, complete, and submit the absentee form within one week after the absence to the Administrator of Student Field Experiences in Beeghly Hall, room 3310. If a ST candidate becomes extremely ill and needs to miss a long period of time, the candidate may need to complete student teaching in another academic semester. The cooperating teacher and university supervisor are to be notified PRIOR to the start of the scheduled school hours the day of the absence. Graduation may be delayed if an extensive number of days needs made up and/or the district schedule cannot accommodate the number of days within the graduate time.
- c) During the semester, there may be district interviews and/or job fair opportunities for ST candidates' participation. ST candidates are permitted, with documentation and permission from the school principal, cooperating teacher, and university supervisor, to leave the student teaching placement to attend the interview or job fair preferably at the end of the day. It is the responsibility of the ST candidate to file an absentee form with documentation and the required signatures prior to the interview and/or job fair to the Administrator of Student Field Experiences.

Classroom:

The Beeghly College of Liberal Arts, Social Sciences, and Education does not approve of a ST candidate being used as a substitute teacher. In the event of absence of the cooperating teacher, the ST candidate may do the teaching in the assigned classroom, but a substitute teacher should be present. The building principal assumes the responsibility if no substitute is available. Any problems or questions arising in this area should be forwarded to the Administrator of Student Field Experiences.

- **LEARNING ENVIRONMENT:** During the student teaching experience, the instructional environment is face to face. However, a district could change the learning environment due to circumstances in the school and/or district. If this occurs, the ST candidate is required to follow the district policies for the required learning environment. In the event the district moves to a remote learning environment, ST candidates are to be dressed in a business casual attire and the background that is viewed need to be school appropriate with minimal distractions.
- **OBSERVE/ASSIST:** During the ST candidate's first week, the candidate is to observe the schedule, teaching methods and behavior management system utilized by the cooperating teacher and review the records of all students. During this initial phase, the ST candidate assists the cooperating teacher with such items as hall duty, paper correction, instructional material development, unit or lesson development, etc. as these will quickly become the ST candidate's responsibility. The ST candidate is responsible for performing all duties expected of the cooperating teacher in the building.
- **LESSON PLAN BINDER:** During the first two weeks of the student teaching experience, the ST candidate will compile information for the lesson plan binder regarding the school district, school policies and procedures, and specific classroom policies and procedures. (Requirements in *Guidelines for Student Teaching* handbook) Also, ST candidates are required to compile and maintain all lesson plans in the binder for the entire student teaching experience, by week, and include work samples, assessments, data, etc. The lesson plan binder must be visible and always have all lesson plans easily accessible in the classroom. Copies of the cooperating teacher's and university supervisor's observations should also be placed with the lesson plans.
- **LESSON PLANS:** Lesson plans are a professional responsibility; therefore, a ST candidate's failure to complete, submit, and/or maintain lesson plans **will result** in the ST candidate receiving a Candidate Alert Form and may include **removal from student teaching** and a No Credit (NC) grade for student teaching. ST candidates **ARE NOT PERMITTED TO TEACH OR BE OBSERVED** if lesson plans haven't been submitted to the cooperating teacher and university supervisor and/or are not visibly in their possession within the classroom.

- a) Lesson planning involves the efforts of both ST candidate and cooperating teacher. Early in the experience, the ST candidate must rely heavily on the cooperating teacher for the order in which instruction is to occur and suggestions to plan upcoming teaching activities. Comments need shared with the ST candidate regularly pertaining to lesson planning. By the midpoint of the experience, the ST candidate should be identifying the order in which instruction is to occur.
 - b) ST candidates are required to submit lesson plans each week to the cooperating teacher and university supervisor. Lesson plans to the cooperating teacher are to be submitted on the day required by the district. The same lesson plans must be submitted to the University Supervisor on the required day and at the designated location.
 - c) ST candidates are to construct their lesson plans utilizing the required formats discussed at the orientation and consider lesson plans as ‘a work in progress’. ST candidates will begin with a detailed lesson plan format for the first two weeks of teaching. If the cooperating teacher and university supervisor feel the ST candidate understands how to plan and align lessons, the ST candidate will move to the second lesson plan format. ST candidates will move to the third lesson plan format, for the remainder of the semester, as long as there are no problems with planning, preparation, and teaching. If there are concerns with the ST candidate’s lesson plans for the week, the university supervisor and/or cooperating teacher will notify the ST candidate for revisions prior to instruction. University supervisors may require detailed lesson plans for specific observations at any point in the student teaching experience.
- **TEACHING:** Toward the end of the first week, the ST candidate should have introduced themselves to the class(es) and begin in a support instructional role with cooperating teacher approval. The ST candidate begins, minimally week two, in a support instructional role while taking the lead instructional role, daily, for one instructional period at a time using the Instructional Responsibilities schedule as a guide. The cooperating teacher and/or university supervisor set the order in which the ST candidate gradually assumes the lead instructional role for multiple instructional periods, daily, over consecutive weeks. ST candidates must have a lead instructional role for planning, providing instruction, assuming responsibility for classroom management and duties for a minimum of one-third (1/3) of the assigned placement time with a minimum of four daily instructional periods over multiple consecutive weeks toward the end of the student teaching experience. (For students on block schedules, a block is counted as two instructional periods and responsibility begins with half of the block.)
- It is not required or recommended that the cooperating teacher either leave the room or refrain from assisting when the ST candidate is teaching and/or addressing classroom/behavior management problems.
- **REFLECT:** The ST candidate is required to reflect on various aspects of the student teaching experience. The ST candidate will submit a Weekly Progress Log to the university supervisor with information on their progress and goals as verified by CPAST connections, and evidence of a weekly meeting with the cooperating teacher. Logs are submitted weekly to the University Supervisor on SL&L.

Other Course Requirements:

- a) ST candidates are responsible for scheduling or setting aside a regularly planned meeting time each week with the cooperating teacher to discuss lesson planning and teaching. The ST candidate is required to submit, to the university supervisor, the information from the meeting on the Weekly Progress Log. Additionally, the ST candidate is required to meet weekly with their university supervisor.
- b) ST candidates will complete and submit a verification form documenting their student teaching hours (minimally 500 hours which excludes closure and sick days) and weeks for the 16-week student teaching experience.
- c) ST candidates are required to complete Blackboard modules addressing state requirements (OTES, RE, OSTP, OSPD, compliance, operating standards, value added) and the student teaching evaluation (CPAST) with a minimum 80% passage rate.
- d) ST candidates are required, by the state, to complete an opioid module with minimally 80% passage rate. (Ohio State module is utilized for this requirement.)

ST candidates are required to submit to the Ohio Department of Higher Education (ODHE) the *Ohio Pre-Service Teacher Candidate Survey* which evaluates the preparation program, advisement, faculty,

- e) and field experiences. The ODHE sends the survey to ST candidates' YSU email.
- f) ST candidates must submit the edTPA within the BCLASSE's designated submission time.
- g) ST candidates must complete two (2) professional development activities (one prior to midpoint and one final week of the experience) and document on the Weekly Progress Log and CFAST evaluation.
- h) ST candidates are to follow district requirements for teachers which includes attendance at teacher, departmental, building and/or district wide meetings and document on the Weekly Progress Log. Failure to attend meetings may result in a Candidate Alert. Review Collaboration Acknowledgment.

Student Learning and Licensure (SL&L) Requirements:

- a) ST candidates are required to submit and/or complete the following requirements for student teaching on SL&L. Requirements are to be submitted by midnight of the required due date. Requirements, except edTPA, should be submitted no earlier than one week prior to the due date.
 - Acknowledgements,
 - ST Orientation Evaluation,
 - Weekly Progress Log,
 - Opioid Module Verification
 - ODHE Survey Verification
 - US and CT Observations and
 - Field Verification Form.
- b) ST candidates will submit on SL&L and to Pearson the Teacher Performance Assessment (edTPA) by midnight of the YSU submission date.

Observation and Evaluation:

- a) The university supervisor and cooperating teacher will complete observations prior to the midterm and observations prior to the final for all placements. Observations can be announced or unannounced. University supervisor observations are IN PERSON unless otherwise requested by the district.
- b) The *Candidate Preservice Assessment Student Teaching* (CPAST) is used to evaluate student teaching competencies. The CT, US, and ST complete a 3-way conference, to reach a consensus rating for each CPAST competency in the areas of pedagogy and dispositions, utilizing the "Look Fors." ST candidates must have on the final, an average of a 2, with no zeros, in each pedagogy and dispositions.
- c) The *Educator Disposition Assessment* (EDA) is used to measure and document candidates' dispositions. The CT and US, individually review, at the midpoint, the associated indicators for nine dispositions and identify exemplary and challenges with dispositions. ST candidates must have a minimum of 1.5 with no zeros for each disposition.

PROFESSIONALISM:

At any time during the student teaching experience, ST candidates can be removed, for the remainder of the semester, from student teaching for behavior and/or actions deemed unethical and/or unprofessional by the cooperating teacher, university supervisor, building principal and/or the Administrator of Student Field Experiences. The ST candidate may receive a grade of No Credit for the semester when removed.

- 1. ST candidates are to conduct themselves in a manner that will not compromise their ability to be effective in any teaching placement. The professional code of ethics for teachers extends beyond the classroom into the community and demands careful and wise decision-making. Therefore, ST candidates must maintain a high level of professional dress, confidentiality, and professionalism at all times and with all individuals involved with the student teaching experience. In addition, ST candidates are prohibited from cell phone and personal electronic device usage during the school's regularly scheduled instructional periods.
- 2. ST candidates are to maintain a high level of professionalism within and outside of their student teaching placement; therefore, ST candidates cannot contact or talk to any media without the written consent from the school district administration and the YSU BCLASSE Dean's Office. Additionally, ST candidates cannot use a media source, for instruction without the clearance from the assigned school district.
- 3. The Beeghly College of Liberal Arts, Social Sciences, and Education does not condone ST

candidates' involvement in social networking with district students outside of educational purposes. ST candidates are to follow their assigned district's social networking policies. ST candidates ARE NOT permitted to request the use of a social media platform to interact with parents that differs from the district required platform. ST candidates involved in any social networking with district students may be removed from student teaching for the remainder of the semester. ST candidates need to be aware further actions from the district may occur.

To earn a grade of credit for student teaching, ST candidates must have:

- a) completed the 16-week semester and with a minimum of 500 hours completed and documented.
- b) taught a minimum of 1/3 the experience with 4 or more consistent instructional periods, daily, at the end of the licensure experience.
- c) Compliance with student teaching, district policy and procedures, and professional requirements and responsibilities which includes regular attendance.
- d) submitted the edTPA within the designated submission time.
- e) an average rating of 2.0 on the *Candidate Preservice Assessment for Student Teaching (CPAST)* in each area, Pedagogy and Dispositions, and with no score of a zero in either area.
- f) have a minimum of 1.5 with no zeros for each of the nine dispositions on the *Educator Disposition Assessment (EDA)*.
- g) met required passing criteria on program specific evaluations, if applicable (MCE only) and an average rating of 2.0, with no score of zero, on the *TELS Addendum Content Knowledge Rubric*.
- h) been recommended for endorsement by BOTH the cooperating teacher and university supervisor; and
- i) completed the following on **SL&L** – Acknowledgements, ST Orientation Evaluation, Weekly Progress Log, US and CT Observations, ODHE Survey and Field Verification Form, and modules (state requirements and student teaching evaluation) with a minimum of 80% passage rate on **Blackboard** and the verification of completion for the designated opioid module.

Licensure Requirement: The successful completion of student teaching (CPAST average score of a “2” in each, Pedagogy and Dispositions, with no score of a zero, and endorsed by the CT and US) and passage of the edTPA (score of 39 or above) are required for YSU's Beeghly College of Liberal Arts, Social Sciences and Education to recommend a teacher candidate to the State of Ohio for licensure.

Lesson Plan Binder Requirements

During the first weeks of the student teaching experience, the student teacher candidate will compile information for the lesson plan binder to enable the candidate to understand and know the school, classroom, students, and professional responsibilities expected during the student teaching experience.

SECTION A:

The following is to be compiled and maintained in the front of the student teacher's lesson plan binder.

- School district report card – go to <http://www.ode.state.oh.us/>
- District handbook or policies for teachers; parent/student guide; instructional support and SPED referrals
Ask your cooperating teacher if there are district policies which will affect you as a student teacher, i.e. grade book, arrival/departure time. Note the district policies and procedures you need to follow.
- School schedule during student teaching (may be included in the handbook)

Teachers' hours	Holidays	Faculty	Conferences	State testing
Report cards	meetings	Open	In-service days	Grade level screening
Field trips	house		Holiday programs	OGT testing
- Weekly class schedule – subject per period, time, and day
- Classroom discipline – what are the rules, consequences, rewards
- Classroom grading scale and how to grade late assignments and work from absent students
- Daily teacher duties you will be responsible for
- List the instructional routines for the class period
i.e. how students seek help, organize their work and time, general instructional format
- List the organizational routines for the class period
i.e. how do students request to leave the room, format their papers, submit assignments
- Fire, and tornado drill procedures
- Lock down and Crisis Management Plan

SECTION B:

The following is to be compiled and maintained in the student teacher's lesson plan binder.

- Compile and maintain all lesson plans for the entire student teaching experience by week and include work samples, data, instructional materials, assessments, etc.
- Copies of the cooperating teacher's and university supervisor's observations should be placed with the respective lesson plans.
- Lesson plans are 'a work in progress'. On your plans, indicate where you left off, what worked, what didn't, changes made, what you need to reteach, etc.

Lesson Plan Format 1

<i>Name:</i>		<i>Content or Subject:</i>	One/two words	<i>Today's Date:</i>	The date you are submitting the LP
<i>Date to be Taught:</i>	The date you anticipate teaching the lesson	<i>Grade:</i>	The grade level of the students	<i>No. of Students:</i>	The number of students generally present in the class
<i>Central Focus of Learning Segment or Unit of Instruction:</i>	One sentence providing a general overview of the learning segment	<i>Lesson Focus:</i>	The focus of this particular lesson within the learning segment	<i>Lesson ____ of ____:</i>	This lesson is number X of how many lessons (total in learning segment)
<i>Connection to Prior Learning or Previous Lesson</i>	State how you will connect what is being taught in this lesson to what was previously taught to show how you are building (scaffolding) learning for your students.				
<i>Data Used to Inform Instruction</i>	What information will you use to determine where you are beginning instruction for this lesson? If it is the first lesson in a sequence, how did you determine where to start, pretest? If it is a lesson within the sequence what formative assessment data will be used to inform instruction? DATA goes here.				
<i>Alignment of Learning Objectives, Content Standards, and Related Assessments:</i>	<i>Learning objectives stated behaviorally including criteria:</i>	<i>Content Standard:</i>	<i>Formative or Summative Assessment Strategy:</i>	<i>How will feedback be provided to the students:</i>	
	<p>In the process of "X", students will "Y" (action verb) as demonstrated by "Z".</p> <p>"X" is the context "Y" is the action verb (Bloom's) "Z" is the criterion</p> <p><u>EXAMPLE:</u> By rewriting an expression in a different form (context), student will show how quantities are related (action) by answering at least 80% of the questions correctly (criterion).</p> <p>Most lessons will contain 1-3 objectives. Add as many rows as needed to write each objective for this lesson.</p>	<p>Indicate the number and letter, and state the portion of the Ohio content standard associated with EACH objective.</p> <p><u>EXAMPLE:</u> Math 7.EE Understanding how quantities are related</p>	<p>State how you will assess each objective. Remember, all assessments do not need to be "formal". You may occasionally use informal assessment strategies such as asking questions to check for understanding or observing student's answers written on a white board.</p> <p><u>EXAMPLES:</u> Rubric/scoring guide, exit slip, quiz, homework assignment, Informal questioning</p>	<p>State how you will provide feedback to the students.</p> <p><u>EXAMPLES:</u> Verbally after questions are answered, written on the assignment, peer feedback.</p>	

Lesson Plan Format 1

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Academic Language Objective:	<p>Each lesson should have an academic language objective in addition to objectives stated above. Think about how students will have to use oral or written language to develop and express content understandings. This objective should have a specific instructional support in the content/process/product/differentiation section of the lesson plan to show how the academic language will be taught and practiced by students. Examples: describe, compare, contrast, analyze, define. It may be appropriate to use the same AL objective across lessons.</p> <p>NOTE: SPED uses expressive or receptive communication skills in place of academic language</p> <p>NOTE: World Language does not list academic language objectives; all target language use is academic language</p>			
	Academic Learning objective stated behaviorally including criteria:	Content Standard:	Formative or Summative Assessment Strategy:	How will feedback be provided to the students:
	<p>In the process of “X”, students will “Y” (function) as demonstrated by “Z”.</p> <p>“X” is the context “Y” is the function verb (Bloom’s) “Z” is the criterion</p> <p>EXAMPLE: Given two texts (context), students will analyze (function) the difference between fiction and non-fiction by identifying 3 differences (criterion).</p>		<p>How will you know the students mastered the academic language objective for the day? Will this be part of your formative assessment, or something different?</p> <p>EXAMPLE: Defining words, completing a “T” chart, question(s) on a quiz, 1 minute write</p>	<p>State how you will provide feedback to the students.</p> <p>EXAMPLES: Verbally after questions are answered, written on the assignment, peer feedback.</p>
Description of Academic Language Demands	<p>List Vocabulary (content specific words). Do not list ALL vocabulary for the learning segment. List ONLY vocabulary that will be taught in this lesson. Don’t forget to define your vocabulary in the “content” column (or here if your content column is too full).</p> <p>List one AL “function” for the learning segment. What is it students HAVE to be able to do to participate orally or in writing to demonstrate their knowledge of the content they are learning?</p> <p>Describe Syntax and/or Discourse. Syntax—the way language is structured (parts of speech, graphs, tables, equations, visual cues. Discourse—distinctive features of how verbal, nonverbal, and/or written language is used in the content.</p>			

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Resources and Materials Required:	Provide a brief list of what resources and materials will you/the students will need to participate in the lesson.		
Accommodations for IEP students:	List any accommodations you will make for IEP students as required by law and found on the student's IEP.		
Use of Technology to Enhance Learning:	List technology the teacher, the student, or both will use to enhance instruction for diverse students, and to maximize active and deep learning. State the ISTE Standard.		
Lesson Hook, Motivation, and/or Instant Activity:	How will you introduce the lesson to the students? How will you get them motivated or pique their interest in what you are teaching today? Sometimes this is done through an instant activity that "instantly" engages learners in some aspect of the lesson.		
Content Information:	Process/Instructional Strategies/Learning Tasks/Planned Supports (including academic language supports):	Targeted Differentiation:	Product:
<p>Provide the content you will teach. This is the WHAT you will teach. Additional details related to content should be included in your instructional materials you submit with this lesson plan.</p> <p>Examples of content: definitions, facts, steps in a process. NOTE: Expand this section as needed with additional rows.</p>	<p>Provide information on how you will present the content to the students (instructional strategies) and how you will support student learning with the use of: learning tasks, modeling, demonstrations, explanations, practice, drill, etc.</p> <p>Be sure to align your content with the associated instructional strategies, targeted differentiation and product so each task is aligned.</p> <p>Examples of instructional strategies: Present definitions using a PowerPoint and students will copy into interactive notebook w/an example of each.</p> <p>Go over step 1 in solving the problem. Students practice step 1 independently. Students think, pair, share to compare answers.</p> <p>Model how to add 2 numbers using a number line.</p> <p>Provide guided notes for students to complete.</p>	<p>Targeted differentiation is something you will do differently for a group of students (or individuals) who need more assistance or more challenge. If it is something you are doing for the whole class (e.g. guided notes) it goes in the instructional strategies/supports column. Remember the four ways you can differentiate: content, process, product, or environment.</p> <p>Examples of targeted differentiation: For struggling writers, provide sentence starters.</p> <p>For struggling readers, small group discussion to ensure comprehension.</p> <p>Provide pictures for students who do not yet know the sight words.</p> <p>For students who cannot write, allow them to use pictures to demonstrate comprehension of</p>	<p>State the product in this column. Be sure to align product with associated content, instructional strategy, and differentiation.</p> <p>Most, but not all tasks will result in a student product.</p> <p>Examples: Worksheet Completed notebook entry Written paragraph List of sight words Picture</p>

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Expand each column as needed. Make sure tasks align.	Expand each column as needed. Make sure tasks align.	beginning, middle, and end of a story. Expand each column as needed. Make sure tasks align.	Expand each column as needed. Make sure tasks align.
<i>Connection to Research/Theory:</i>	Cite research and/or theory to support how you are teaching the content to students. EXAMPLE: Teacher modeling is an effective strategy to assist students to engage in sustained silent reading (Methe, 2019).		
<i>Lesson Closure:</i>	Brief summary, review, check for understanding, connection to future lesson.		

ATTACH COPIES OF ALL INSTRUCTIONAL MATERIALS AND ASSESSMENTS BEFORE SUBMITTING.

The majority of your lesson plan (approximately 3/4 of it) should be the section on content, instructional strategies, targeted differentiation, and product.

LESSON PLAN Format 2 Descriptor

Name:
Date:

Time:

Cooperating Teacher:
Grade Level:

Room #:

LESSON FOCUS or MAJOR GOAL: <ul style="list-style-type: none"> What I want students to learn and remember 	CONNECTION TO PRIOR LEARNING/PREVIOUS LESSON: <ul style="list-style-type: none"> State how you will connect what is being taught in this lesson to what was previously taught to show students how you are building (scaffolding) learning. 		DATA USED TO INFORM INSTRUCTION: <ul style="list-style-type: none"> What information will you use to determine where you are beginning instruction for this lesson? If it is the first lesson in a sequence how did you determine where to start? If it is a lesson within the sequence what formative assessment data will be used to inform instruction?
LEARNING OBJECTIVE(S)	CONTENT STANDARD(S)	FORMATIVE OR SUMMATIVE ASSESSMENT(S)	FEEDBACK
<ul style="list-style-type: none"> In the process of “X”, students will “Y” (action verb) as demonstrated by “Z”. 	<ul style="list-style-type: none"> Indicate the number and letter, and state the portion of the content standard associated with EACH objective. 	<ul style="list-style-type: none"> State how you will assess each objective. 	<ul style="list-style-type: none"> State how you will provide feedback to the students.
ACADEMIC LANGUAGE OBJECTIVE(S)	CONTENT STANDARD(S)	FORMATIVE OR SUMMATIVE ASSESSMENT(S)	FEEDBACK
<ul style="list-style-type: none"> In the process of “X”, students will “Y” (action verb) as demonstrated by “Z”. 	<ul style="list-style-type: none"> Indicate the number and letter, and state the portion of the content standard associated with EACH objective. 	<ul style="list-style-type: none"> State how you will assess each objective. 	<ul style="list-style-type: none"> State how you will provide feedback to the students.
RESOURCES AND MATERIALS	TEACHER/STUDENT USE OF TECHNOLOGY	CONNECTIONS TO RESEARCH/THEORY;	
<ul style="list-style-type: none"> What resources and materials will you need? What resources and materials will the students need? 	<ul style="list-style-type: none"> What technology will you use in your lesson as a support for student learning? What will your students use to assist in their learning? 	<ul style="list-style-type: none"> In what way did you use research and/or theory to determine the best way to teach students this particular content? Cite. 	
CONTENT INFORMATION:	PROCESS/INSTRUCTIONAL STRATEGIES/LEARNING TASKS/PLANNED SUPPORTS (including ACADEMIC LANGUAGE supports):		TARGETED DIFFERENTIATION/ACCOMMODATION:
<ul style="list-style-type: none"> Provide the basic content you will teach in bullet format Additional content information should be included in your instructional materials you submit with this lesson plan. 	HOOK: How will you introduce the lesson to the students? How will you get the motivated or pique their interest in what you are teaching today? <ul style="list-style-type: none"> Provide information on how you will present the content to the students (instructional strategies) and how you will support student learning with the use of: learning tasks, demonstrations, explanations, practice, drill, etc. When you complete your actual lesson plan, each task should line up with associated content, differentiation and product. Be sure to align your bullet points across this section. The content, process, targeted differentiation, should be across from each other. 		<ul style="list-style-type: none"> For tasks where differentiation will be needed, state how you will differentiate instruction.
CLOSURE ACTIVITY: <ul style="list-style-type: none"> Summary, review, check for understanding, connection to future lesson 			

Four-Tiered Teacher Licensure Structure

Tier 1	Alternative Resident Educator License Requirements <i>Designated Subjects, World Languages, Intervention Specialists</i> <ul style="list-style-type: none"> Bachelor's degree and cumulative GPA of 2.5 or higher or graduate degree and GPA of 3.0 or higher from an accredited college or university Pass content area exams prescribed by Ohio State Board of Education Successful completion of Alternative Licensure Institute, approved by Chancellor of Ohio Dept. of Education 	Resident Educator License Requirements <i>Traditional Teacher Preparation Program</i> <ul style="list-style-type: none"> Bachelor's degree and approved teacher preparation program through an accredited college or university Pass examinations prescribed by Ohio State Board of Education Twelve semester hours of reading coursework, including a three-semester hour phonics course in the context of reading, writing and spelling, through an accredited college or university (required for middle childhood, primary and intervention specialist areas)
	Resident Educator License Requirements <i>Teach for America (TFA)</i> <ul style="list-style-type: none"> Bachelor's degree from an accredited college or university Grade point average (GPA) of 2.5 or higher Pass content area exams for licensure area Successful completion of TFA summer training institute and assignment to teach in Ohio TFA program 	Alternative Resident Educator License Requirements <i>Montessori</i> <ul style="list-style-type: none"> Bachelor's degree from an accredited college or university Successful completion of a teacher preparation program through the American Montessori Society, the Association Montessori Internationale or an institution accredited by the Montessori Accreditation Council for Teacher Education
	Professional Educator License Requirements <ul style="list-style-type: none"> Bachelor's degree from an accredited college or university Successful completion of the Ohio Resident Educator Program and any coursework and exam limitations 	
	Alternative Resident Educator and Montessori License Holders <ul style="list-style-type: none"> Four full school years of successful teaching experience in each licensure area 	
Tier 2	Out-of-State License Holders <ul style="list-style-type: none"> Three full school years of successful teaching experience under the standard out-of-state teaching license 	
Tier 3	Senior Professional Educator License Requirements <ul style="list-style-type: none"> Master's degree or higher from a regional accredited college or university Nine years of successful experience under a standard teaching license or certificate, of which at least five years must be under a professional or permanent license or certificate Demonstration of effective practice at the <i>accomplished</i> or <i>distinguished</i> level of performance as defined in the Ohio Standards for the Teaching Profession by successful completion of the Master Teacher portfolio and designation as a Master Teacher 	
Tier 4	Lead Professional Educator License Requirements <ul style="list-style-type: none"> Master's degree or higher from a regional accredited college or university Nine years of successful experience under a standard teaching license or certificate, of which at least five years must be under a professional or permanent license or certificate Demonstration of effective practice at the <i>distinguished</i> level of performance as defined by in the Ohio Standards for the Teaching Profession by ONE of the following: <ul style="list-style-type: none"> Active National Board certification, OR Successful completion of the Master Teacher portfolio AND hold the Teacher Leader endorsement (completion of the approved endorsement program through an accredited university required) 	

Professional, Senior and Lead licensure RENEWAL requires six semester hours (18 CEUs), as approved by the Local Professional Development Committee of the employing school or district (in accordance with the educator's Individual Professional Development Plan or IPDP). Educators must complete all renewal requirements and submit their renewal applications prior to October 1 of the expiration year of the license(s) to be renewed, or the renewal requirement increases to nine semester hours of coursework.

Teacher Performance Assessment (edTPA)

Submission Window: _____

The following information assist the cooperating teacher in understanding:

- what to expect with the edTPA,
- the acceptable supports that can be provided to the candidate, and
- edTPA myths and facts;

COLLABORATING TO PROMOTE EFFECTIVE INSTRUCTION

"Collaborating to Promote Effective Instruction." pp. 1-3. American Association of Colleges for Teachers Education, <http://edtpa.aacte.org>.

Teachers Who Support TeacherCandidates

edTPA® thanks cooperating teachers for the essential role they play to support and mentor teachercandidates. These teachers are helping to ensure that all beginning teachers are prepared to teach effectively. In many states this work includes edTPA®, an assessment and support system that requires candidates to demonstrate what they can and will do in the classroom to help all students learn.

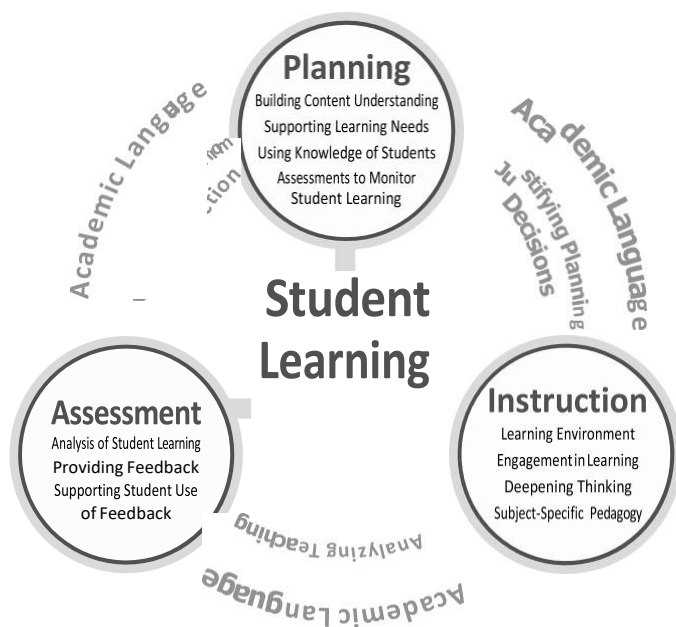
edTPA® is intended to be used at the end of an educator preparation program for program completion or teacherlicensure and to support state or national program accreditation.

P–12 teachers who supervise or support teacher candidates in their clinical experiences will see how the edTPA® process encourages feedback and self-reflection that nurtures professional growth and preparation for classroom instruction. edTPA® also supports the school in which candidates teach. Teacher candidates will develop lesson plans to engage students in learning consistent with the host school's standards and curricula.

Evidence of Effective Practice

Teacher candidates preparing for edTPA® will document their classroom work by submitting a portfolio that includes lesson plans, student assignments, assessments, unedited video clips of the candidate teaching, and commentaries on student learning and how the candidate adjusted instruction to meet student needs.

The edTPA® Teaching Cycle is Focused on Student Learning



"I love the fact that they video record and analyze what they are doing. The commentaries require them to think about their work. They are forced to teach in every sense of the word."

– Cooperating Teacher LaSaundra Colson Wade
Science Department Chair
A. E. Beach High School, Savannah, GA

What You Can Expect

As a supervising teacher, your role will be the same as always—offering support for excellent teaching. Teacher candidates going through edTPA®, however, may need your input about the context and background of the students in your classroom early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

Video recording may be a new requirement for teacher candidates. Candidates are expected to follow the cooperating school's policies and protocols for obtaining the necessary parental/guardian permission or to place those students without permission off-camera. Teacher candidates are instructed to submit video clips that do not include the candidate's name, the names of the cooperating teacher, school, district or the last names of students. During the edTPA® registration and submission process, candidates acknowledge and agree that the video can only be used according to the parameters of the release forms obtained for children and/or adults who appear in the video, and that public posting or sharing of videos is prohibited unless expressed permission has been received from those individuals appearing in the video.

Candidate Supports within the edTPA® Process

Acceptable Supports

Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:



Discuss edTPA® tasks and scoring rubrics



Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process



Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)



Ask probing questions about candidates' draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts



Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment



Arrange technical assistance for the video portion of the assessment

Unacceptable Supports

Because edTPA® is a summative assessment typically tied to licensure or program completion, certain forms of support are not allowed, such as:



Don't edit a candidate's official materials prior to submission



Don't instruct candidates on which video clips to select for submission



Don't offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring



Don't upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites

Bibliography

"Collaborating to Promote Effective Instruction." pp.1-2. **American Association of Colleges for Teacher Education**, (2 pages). <http://edtpa.aacte.aacte.org/>.

"The Top 10 Professional Conduct Concerns." In *ABConduct*, pp. 1-2,2021. **Ohio Department of Education**, 2021. (2 pages).