



Shawnee State University
School of Education

**Clinical Practice
Handbook
Academic Year
2019-2020**

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Clinical Field Office

The purpose of Shawnee State's Clinical Field Office is to secure high-quality field placements that support the growth and development of Teacher Candidates (Student Teachers). All initial placements, requests for changes, and other needs related to the Teacher Candidate, Mentor Teacher (Cooperating Teacher) and Adjunct University Supervisor should be communicated via the Clinical Field Office.

Pre-Professional Services

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

Vision

The complexities of the teaching profession are unrivaled. Teachers are decision-makers and change agents. As such, they have the tremendous responsibility of influencing what and how students learn and how students think about themselves and the world around them.

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

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

General Requirements for Clinical Experience (Student Teaching)

All candidates at Shawnee State University experience extensive preparation prior to being approved for Clinical Practice (Student Teaching). Eligibility for the clinical experience requires all candidates to:

- Meet Level 3 requirements
- Demonstrate positive dispositions
- Complete all coursework for their content area(s) with a minimum of 3.0 GPA in their content curriculum courses
- Earn a C or better in all Professional Education, Related Studies, and General Education Program courses
- Maintain an overall GPA of at least 2.75
- Submit a current BCI & FBI background check
- Pass the Ohio Assessment for Educators exam(s) for their content area(s). (See Timeline)

Clinical Practice

Shawnee State University has adopted a clinical model of teacher preparation which includes 3 levels of field experiences, 1) Introduction, 2) Methods and 3) Student Teaching. The introductory field experiences begin with observation of teaching and learning.

During your methods courses, or Level 2, you will gradually increase your engagement with students under the supervision of a mentor teacher.

Level 3, or Clinical Practice (student teaching) is a critical element in your development as a highly qualified teacher. You will apply your previous coursework and professional experiences while teaching under the guidance of a qualified classroom teacher and a university supervisor.

Key Components of the Clinical Model

The School of Education has embraced a clinical model since the 2014-2015 school year.

The significant differences between the traditional student teaching and clinical models are as follows:

What's Different about the Clinical Model?

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

Traditional Student Teaching Model	Clinical Model
<i>(Course Based Teacher Preparation, Candidate and college focused)</i>	<i>(Clinically-Based Teacher Preparation, P-12 learner/school/community focused)</i>
Teacher training is the priority	P-12 learning is the priority
Student teacher	Professional intern
Student teacher teaches alone	Co-teaching to improve student learning
Fragmented field experiences (partial-year)	Sustained Clinical experiences (year-long)
Course-based	Practice-based
Focus on applying theory to practice	Focus on deriving theory from practice
Little support for teacher mentoring	Significant support for teacher mentoring
Cooperating teacher	Mentor teacher
Benign neglect of advocacy and social justice	Advocacy and social justice
Passive antagonism between colleges and schools	Collegial collaboration
Disengaged placement of candidates	Outreach and engagement
Legislative bodies and corporations lead	Teachers and educators lead
Miscommunication and disconnects	Communications and connections
Self-interest or self-preservation	Common good or public good
Low confidence/Limited impact	High confidence/ High impact
College classroom-based outcomes	School performance-based outcomes

Required Field and Clinical Hours Overview

Stakeholder's Responsibility	Intro to Teaching (EDUC 1115) (6 weeks)	Practicum 1: Foundational Studies (2285/3285 & 3289) (8 Weeks)	Practicum 2: Methods (8-16 weeks)	Clinical Experience Student Teaching (16 Weeks)
<p>Mentor Teacher (Cooperating Teacher)</p>	<p>Be willing to accept into your classroom a rotating group for two candidates at a time for a period of six weeks for observation and reflection.</p> <p>Provide feedback on the experience to the Dept. of Teacher Education.</p> <p>Sign Teacher Signature Form to verify candidate participation.</p>	<p>EDEC 3289: Be willing to accept into your classroom 1-3 candidates at a time to assist with small group or whole group instruction 2 mornings/wk. for 15 wks. (2 hrs. each morning)</p> <p>Permit the candidate to plan and teach per course instructor's request.</p> <p>Complete all required forms in TK20.</p> <p>EDXX 3285/2285: Be willing to accept into your AYA, MC or IS classroom, 1 or 2 candidates at a time to do tutoring and small group instruction for two 4 wk. periods (3 hrs./day for 2 days/week).</p> <p>Provide feedback on the experience by completing all required forms in Tk20.</p>	<p>Be willing to accept one candidate into your classroom as follows:</p> <ul style="list-style-type: none"> - AYA/VA: 3 mornings/wk. for 11 wks. - MC: 3 mornings/wk. for 5-6 wks. - EC: 3 ½ days/wk. for 6 wks. - IS: 3 days/wk. for 5 wks. <p>Allow candidate to prepare and teach as often as possible.</p> <p>Allow candidate to assist with daily duties and responsibilities of teaching.</p> <p>Participate in a 3-way conference with candidate and university supervisor.</p> <p>Provide feedback on the experience by completing all required forms in Tk20.</p>	<p>Meet the qualifications for a cooperating teacher; at least three years of successful teaching, at least one year in current assignment.</p> <p>Orienting the Teacher Candidate (TC) to school policies and procedures, curriculum, class schedules, special programs.</p> <p>Creating a positive climate for the TC.</p> <p>Allow TC to share responsibilities by co-planning, co-teaching & co-assessing.</p> <p>Provide the TC with frequent feedback through daily discussions, weekly conference for review of plans, lessons, materials, and techniques.</p> <p>Complete four written observations, midterm and final 3-way conferences all to be entered in Tk20.</p> <p>Write a Letter of Recommendation for the Teacher Candidate.</p>

Required Field and Clinical Hours Overview

<p>Teacher Candidate (Student Teacher)</p>	<p>Observe and reflect professional practice for 3 hrs./week for six weeks for a total of 18 hrs.</p> <p>Obtain teacher's signature at each observation site to verify attendance.</p>	<p>Provide small group and one-on-one tutoring for 6 sessions over an 8wk. period.</p> <p>Participate in a community activity.</p> <p>Provide feedback on the experience by completing all required forms in TK20.</p>	<p>Prepare and teach lessons.</p> <p>Assume the duties of the classroom teacher.</p> <p>Participate in a 3-way conference with the cooperating teacher and university supervisor.</p> <p>Provide feedback related to the experience by completing all required forms in Tk20.</p>	<p>Become acquainted with the operations and procedures of the classroom and building.</p> <p>Co-plan, co-teach and co-assess with the Mentor Teacher (Cooperating Teacher).</p> <p>Prepare weekly lesson plans to be submitted by Friday of each week for the following week.</p> <p>Maintain Professional Conduct.</p> <p>Participate in 3-way conferences.</p> <p>Maintain attendance logs.</p>
<p>University Supervisor</p>	<p>Visit each candidate at least 1 time.</p> <p>Instruct candidates on proper behavior and dress while in the field.</p>	<p>Visit each candidate at least 2 times.</p> <p>Provide feedback on the experience by completing all required forms in TK20.</p>	<p>Visit each candidate at least 4 times.</p> <p>Foster communication between school personnel and the Dept of Teacher Education.</p> <p>Facilitate the 3-way conference with the cooperating teacher and candidate.</p> <p>Provide feedback related to the experience by completing all required forms in TK20.</p>	<p>Serve as a liaison between the Teacher Candidate (TC) and the Mentor Teacher.</p> <p>Observe the TC bi-weekly and providing him/her with a written summary of the visit.</p> <p>Schedule and conduct a formal conference between the three parties; enter the data in Tk20</p>

Co-Teaching and Clinical Practice

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

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

Ensuring a Successful Classroom Experience

It is important to remember that, as is the case in all student teaching experiences, you are a guest of the host school and your Mentor Teacher (Cooperating Teacher). The amount of time spent teaching can vary. Volunteer experiences, such as tutoring, serving as a mentor, or coaching will enrich your overall understanding of your students and their culture.

Lesson planning continues to be a mandatory element of student teaching. Student teachers are to have complete lesson plans for every lesson that they teach. Weekly lesson plans need to be complete and available to your Mentor Teacher and University Supervisor no later than the close of school on the preceding Friday. Lesson plans are a working document; after a lesson is delivered it should be used for reflection, notes and ideas for improving the lesson. Formats may vary, but all lesson plans should include the following: the academic standards, anticipatory set, activities, materials and resources, accommodations for learners with special needs, assessment (informal and formal), and reflection.

Teacher candidates are expected to dress professionally, to be clean and well-groomed, and to wear clothing that is not distracting or inappropriate. Please ask about the school dress code, including the policy for footwear and neckties, and clarify with your Mentor Teacher his/her expectations for your appearance. Student teachers should not wear clothing that reveals their stomach or back, and should ask if tattoos, piercings or unusual hairstyles are appropriate.

Student teaching is the equivalent of a full-time job. In addition to your daily classroom responsibilities, you are expected to participate in before and after school programs or activities related to your students. Significant out-of-classroom time must be devoted to comprehensive lesson planning and the successful completion of your remaining state assessments. For these reasons, we strongly discourage working or taking classes while student teaching.

Clinical Practice by Licensure Programs

Clinical Practice (Student Teaching) Description

Student teaching is the culminating experience for teacher candidates and its purpose is to implement and integrate the knowledge, skills and dispositions learned throughout your program and practiced in your previous field placements. You will work collaboratively with your mentor teacher and university supervisor during the entire experience. All of your planning, preparing, teaching, and assessing are done collaboratively with your cooperating teacher for the entire semester, which at a minimum must include 450 hours in the classroom (Each day is counted as seven hours regardless of the length of the day). Your placement will depend upon your licensure area. You are expected to meet face-to-face with your cooperating teacher at least twice prior to the beginning of your classroom experience. It is preferable that these visits occur in your assigned school.

Pre-Kindergarten - Fifth:

The grade level of your P-5 placement is determined by previous assignments and the licensure of your cooperating teacher. In some schools, teachers are responsible for only one or two subjects. In these cases, the candidate will be placed with multiple teachers in order to meet state supervision requirements. **The placement officially begins the first day of your host school's semester and ends the last day of SSU's classes.**

Middle Childhood:

The Middle Childhood (MC) Teacher Candidate is placed in two content areas in grades 4-9 according to their licensure. The grade level may vary for each content area and is determined by previous placements. The school could also be different for each content area. Usually there are two mentor teacher mentors, one for each subject. The pre-service teacher is assigned to one teacher for 8 weeks and then moves to the second mentor teacher for the remainder of the semester. However, there are occasions when one mentor teacher instructs in both subject areas. If this is the case, the teacher candidate would have one mentor for the entire semester. **The placement officially begins the first day of your host school's semester and ends the last day of SSU's classes.**

Adolescent to Young Adult:

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

The placement officially begins the first day of your host school's semester and ends the last day of SSU's classes.

Visual Arts:

Visual Arts (VA) is a multi-age license. The Visual Arts candidate will be placed in an Elementary and Middle/ High School setting. All previous grade levels, subjects taught, and school placements are considered when requesting a school and mentor for the Visual Arts candidate. **The placement officially begins the first day of your host school's semester and ends the last day of SSU's classes.**

Special Education (Intervention Specialist K-12 and Early Childhood Special Education)

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

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

The Early Childhood IS (moderate to intensive) teacher candidate is placed in Pre K-3 settings both semesters. **The placement officially begins the first day of your host school's semester and ends the last day of SSU's classes.**

Responsibilities of Teacher Candidates

As the Teacher Candidate, you enter into a partnership with your Mentor Teacher and University Supervisor. **Your responsibilities and expectations include, but are not limited to the following:**

- Acquaint your Mentor Teacher regarding pertinent background information about yourself.
- Conduct yourself in a manner appropriate to your position in the school.
- Inform the Mentor Teacher and University Supervisor of any absences or schedule changes.
- Become acquainted with professional, clerical, and service personnel and their roles.
- Familiarize yourself with the school campus. (Where to eat, park, emergency procedures, bus duties, etc.)
- Assist with any class procedures and duties expected of a classroom teacher.
- Familiarize yourself with the curriculum as adopted by the school.
- Become acquainted with the students and their individual needs.
- Co-plan, co-teach and co-assess with the Mentor Teacher
- Continually reflect upon your work.
- Attend all scheduled conferences and seminars.
- Adhere to the calendar and daily schedule of both the school and classroom. You will be provided with weekly scheduling forms on which you will record the routine class times and activities in your classroom, indicating specific times that you are responsible for the class.

SEMINARS

- ✓ You are required to attend weekly seminars that will be conducted by the university seminar instructor. Time, place, and structure for the seminar will be provided by the course instructor.
- ✓ The Clinical Teaching seminar provides you with the opportunity to reflect on your professional performance in a structured way and to continue to develop critical knowledge and skills. Through the activities of the Clinical Teaching seminar, you will continue to develop the dispositions of a professional

LESSON PLANS

- ✓ Daily lesson plans are to be completed for each five-day period, with daily contents clearly indicated. **You will develop complete lesson plans for all content areas for which you are responsible.**
- ✓ Lesson plans will be submitted to the Mentor Teacher for review and approval on Friday of the week preceding instruction.

RESPONSIBILITIES OUTSIDE THE CLASSROOM

- ✓ You should take part in all regularly assigned meetings and functions of the mentor teacher (faculty, grade level, in-service, etc.). Active participation by the candidate is expected.
- ✓ You are required to assist with school-related activities scheduled outside of school hours: parent conferences, athletic events, PTA meetings (not to exceed twice a week).

PROFESSIONAL CONDUCT

- ✓ You are expected to conform to standards as specified by the school's handbook and by the administrator in charge.
- ✓ It is unprofessional to discuss confidential information about students and colleagues on or off school property. The taking of photographs/videos of students is expressly prohibited without the written consent of parents.
- ✓ Mobile devices such as cell phones, tablets, etc. should be for classroom use only. The teacher candidate should follow and respect the field site's policy on mobile technology. The use of mobile devices for personal use is prohibited. The use of appropriate technology, including but not limited to Smart Boards, iPads and computers is encouraged. However, personal devices should not be used during the school day, with the exception of lunch and planning time. Social media postings must be kept confidential and should never include students or any identifiers that would disclose information about the class or school. Ethical violations related to the use of technology could result in removal from the student teaching placement.
- ✓ As a representative of Shawnee State University, you will be held to the SSU Student Conduct Code (found on the SSU website).
- ✓ Refer to and become familiar with Licensure Code of Professional Conduct for Ohio Educators located at:
http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed/CODE_ProfessionalConduct_Overview_final.pdf.aspx

Attendance Expectations

- ✓ Clinical practice begins the first day of the host school calendar and concludes at the end of Shawnee State's 16-week semester (excluding finals week).
- ✓ You are expected to follow the teacher hours/calendar of the school to which she/he is assigned. This includes spring break, holidays, and make-up days. You should attend professional development and training with your Mentor Teacher.
- ✓ Attendance is required, and you are not permitted to offer outside employment, activities or university coursework as an excuse for not performing the functions of a teacher candidate during the clinical teaching experience.
- ✓ Varsity athletes are required to make up any hours/days that are missed in the field due to competition. All student athletes must notify both the cooperating teacher and the university supervisor and be excused prior to your absence.
- ✓ You are permitted two absences for illness. Any additional days must be made up during SSU's finals week. A clinical placement may be extended beyond the semester to ensure that the correct number of days have been met. Teacher candidates will be excused for the funeral of immediate family (mother, father, sister, brother, spouse, same sex domestic partner, grandparent, grandchild, in law, legal guardian, step parents and siblings).
- ✓ In case of illness, you should notify your University Supervisor and your Mentor Teacher by no later than 7:00 a.m. You must present documentation from a treating physician or health care provider which should include restrictions on attendance to your University Supervisor or seminar instructor.
- ✓ In case of inclement weather, the student is to follow the same plan and procedures as their cooperating teacher. *One or two- hour delay days may be counted as a full field day be the teacher candidate.* Snow days/canceled school days may not be counted as field hours.

- ✓ University approved events (Job Fairs [2], PD activities, Celebration of Scholarship, etc.) are excused absences.
- ✓ Although a specified number of hours for the clinical experience may be quoted by the School of Education, it is to be considered a **minimum expectation** and does not change, in any way, the expectations to be present from the 1st assigned day of school to the last day of the semester.

SUBSTITUTE TEACHERS

- ✓ You must under the supervision of a certified/licensed person. Should a situation arise where the Mentor Teacher becomes ill or has an emergency, your principal may ask you to assume direction of the class for such a portion of the day if s/he determines that you are capable of carrying out this responsibility with adequate certified/licensed supervision. Teacher candidates are assigned for the purpose of clinical teaching only; they do not have a legal connection with a school system and thus are not permitted to serve as a substitute teacher.

STRIKES

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

Assessment of Clinical Teaching

Both formative and summative assessment are used to measure a Teacher Candidate's growth in knowledge, skills, and dispositions as described in the conceptual framework. Assessment of clinical teaching is a collaborative team effort by the mentor teacher, university supervisor, and teacher candidate.

Formative Assessment:

- Dispositions – Assessed by the mentor teacher and university supervisor. Please, complete the Dispositions Form in the TK20 system. See sample Dispositional Assessment Form next page.
- Teaching Observation CFAST – Assessed at Midterm and Final by the mentor teacher and university supervisor using the CFAST Observation Form. Additional notes using any selected tool that is aligned to the CFAST may be taken by the mentor teacher or university supervisor for visits at other times.

Summative Evaluation:

- Dispositions – Evaluated by the Mentor Teacher and University Supervisor using the Dispositions Form in TK20 at the end of clinical teaching.
- Midterm Evaluation on candidate performance – In addition to completing individual assessments of the candidate, the Mentor Teacher, University Supervisor, and candidate each complete the CFAST Three-Way Conference Consensus form prior to a scheduled meeting. This will guide the discussion of the candidate's performance, identify areas for improvement and discuss support strategies. See sample CFAST forms later in this section.
- Final Evaluation on candidates' performance – Once again, the Mentor Teacher, University Supervisor, and candidate will each complete the CFAST Three-Way Conference Consensus form. In addition, program-related SPA-specific evaluation forms must be completed at the time of the final. A final evaluation meeting with candidate, mentor teacher and university supervisor is held at the end of the clinical experience.

Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP) Candidate Preservice Assessment of Student Teaching (CPAST)

Rubric and assignments may not be shared without permission

- [Pedagogy](#) Evaluation
- [Dispositions](#) Evaluation
- [Goals](#)

Pedagogy		Alignment	Dispositions	
Planning for Instruction and Assessment			Professional Commitment and Behaviors	
A. Focus for Learning: Standards and Objectives/Targets	InTASC 7a		N. Participates in Professional Development	
B. Materials and Resources	InTASC 7b		O. Demonstrates Effective Communication with Parents or Legal Guardians	InTASC 10d
C. Assessment of P-12 Learning	InTASC 6b		P. Demonstrates Punctuality	InTASC 9o
D. Differentiated Methods	InTASC 2c		Q. Meets Deadlines and Obligations	InTASC 9o
			R. Preparation	InTASC 3d
Instructional Delivery			Professional Relationships	
E. Learning Target and Directions	InTASC 7c		S. Collaboration	InTASC 10b
F. Critical Thinking	InTASC 5d		T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	InTASC 10j
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	InTASC 8b		Critical Thinking and Reflective Practice	
H. Digital Tools and Resources	CAEP 1.5		U. Responds Positively to Constructive Criticism	InTASC 9n
I. Safe and Respectful Learning Environment	InTASC 3d			
Assessment				
J. Data-Guided Instruction	CAEP 2.3			
K. Feedback to Learners	InTASC 6d			
L. Assessment Techniques	InTASC 7d			
Analysis of Teaching				
M. Connections to Research and Theory	CAEP 1.2			

Pedagogy Evaluation

Student Teacher: _____ University Supervisor: _____
 Cooperating Teacher/s: _____ Semester: _____ Date: _____

Directions – The form will be used **twice** during the course of the term and will be provided by the [Program Coordinator](#) to the [University Supervisor](#), [Cooperating Teacher](#), and [Student Teacher](#).

Each member of the team (Cooperating Teacher, University Supervisor, and Student Teacher)

- 1) Completes the evaluation in week 5 or 6 (Mid-term) of the [student teaching](#) experience AND in week 13 or 14 (Final)
- 2) Brings the completed form to the mid-term and final 3-way conference

At the Mid-term 3-way conference

- 1) Goals are set for the remainder of the student teaching experience
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

At the Final 3-way conference

- 1) Suggestions and comments are made to assist in the transition to teaching role
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the "[Glossary](#)" and the "[Look Fors](#)" document.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Planning for Instruction and Assessment					
A. Focus for Learning: Standards and Objectives/Targets InTASC 7a	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets , and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners and <i>attend to appropriate developmental progressions relative to age and content-area</i>	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/ targets , and learning tasks <i>are consistently aligned</i> with each other AND Articulates objectives/targets that are appropriate for learners	Plans <i>align</i> to appropriate P-12 state learning standards AND/OR <i>Some goals</i> are measurable AND/OR Standards, objectives/targets , and learning tasks, are <i>loosely or are not consistently</i> aligned with each other AND/OR Articulates <i>some</i> objectives/targets that	Plans <i>do not align</i> to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets , and learning tasks <i>are not aligned</i> with each other AND/OR <i>Does not</i> articulate objectives/targets that are appropriate for learners	—

			are appropriate for learners		
B. Materials and Resources InTASC 7b	Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners 3. <i>Encourage individualization of learning</i>	Uses a <i>variety of materials and resources</i> that 1. Align with <i>all</i> objectives/targets 2. <i>Make content relevant to learners</i>	<i>Uses materials and resources</i> that <i>align</i> with <i>some</i> of the objectives/targets	Materials and resources do not align with objectives/targets	—
C. Assessment of P-12 Learning InTASC 6b	Plans a variety of assessments that 1. Provide opportunities for learners of <i>varying abilities</i> to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. <i>Promote learner growth</i>	Plans a <i>variety of assessments</i> that 1. Provide opportunities for <i>learners</i> to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. <i>Are culturally relevant and draw from learners' funds of knowledge</i>	Planned assessments 1. <i>Provide opportunities for some learners to illustrate competence (whole class)</i> 2. <i>Align</i> with the appropriate P-12 state learning standards	Planned assessments 1. <i>Are not included</i> OR 2. <i>Do not align</i> with the appropriate P-12 state learning standards	—
D. Differentiated Methods InTASC 2c	Lessons make meaningful and culturally relevant connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners	Lessons make clear and coherent connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible and relevant for learners	Lessons <i>make an attempt to build on, but are not completely successful at</i> connecting to 1. Learners' prior knowledge, 2. Previous lessons, OR future learning AND Differentiation of instruction is minimal AND <i>Organizes instruction to ensure content is comprehensible for learners</i>	Lessons <i>do not build on or connect to</i> learners' prior knowledge AND/OR Explanations given <i>are illogical or inaccurate</i> as to how the content connects to previous and future learning AND/OR Differentiation of instruction is absent	—
Instructional Delivery					
E. Learning Target and Directions InTASC 7c	Articulates accurate and <i>coherent learning targets</i> AND	Articulates an <i>accurate learning target</i> AND Articulates <i>accurate directions/ explanations</i>	<i>Articulates an inaccurate learning target</i> AND/OR <i>Articulates inaccurate directions/explanations</i>	Does not articulate the learning target OR Does not articulate directions/ explanations	—

	Articulates accurate directions/explanations throughout the lesson AND Sequences learning experiences appropriately	AND <i>Sequences learning experiences appropriately</i>			
F. Critical Thinking InTASC 5d	<i>Engages learners in critical thinking in local and/or global contexts that</i> 1. Fosters problem solving 2. Encourages conceptual connections 3. <i>Challenges assumptions</i>	<i>Engages learners in critical thinking that</i> 1. Fosters problem solving 2. Encourages conceptual connections	<i>Introduces AND/OR models critical thinking that</i> 1. Fosters problem solving 2. Encourages conceptual connections	<i>Does not introduce AND/OR model critical thinking that</i> 1. Fosters problem solving 2. Encourages conceptual connections	—
G. Checking for Understanding and Adjusting Instruction through Formative Assessment InTASC 8b	Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment AND Differentiates through <i>planned and responsive adjustments</i> (whole class/group and individual learners)	Checks for understanding (whole class/group) during lessons using formative assessment AND Differentiates through adjustments to instruction (whole class/group)	<i>Inconsistently checks for understanding during lessons using formative assessment</i> AND Adjusts instruction accordingly, but adjustments may cause additional confusion	<i>Does not check for understanding during lessons using formative assessment</i> OR <i>Does not make any adjustments based on learners' responses</i>	—
H. Digital Tools and Resources CAEP 1.5	Discusses AND uses <i>a variety of developmentally appropriate technologies (digital tools and resources)</i> that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. <i>Extend learners' understanding of concepts</i>	Discusses AND <i>uses developmentally appropriate technologies (digital tools and resources)</i> that 1. Are relevant to learning objectives/ targets of the lesson 2. <i>Engage learners in the demonstration of knowledge or skills</i>	<i>Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson</i> AND Technology is not available	One of the following: A. <i>Does not use technologies (digital tools and resources) to engage learners</i> AND Technology is available in the setting OR B. Use of technologies is <i>not relevant</i> to the learning objectives/ targets of the lesson OR C. <i>Does not discuss technologies</i> AND Technology is not available in the setting	—
I. Safe and Respectful Learning Environment InTASC 3d	<i>Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions</i> AND	<i>Manages a safe and respectful learning environment through the use of routines and transitions</i> AND	<i>Attempts to manage a safe learning environment through the use of routines and transitions</i> AND/OR	<i>Does not manage a safe learning environment</i> OR <i>Does not establish constructive relationships to engage learners</i>	—

	Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)	<i>Establishes and promotes constructive relationships to equitably engage learners</i> <i>AND</i> <i>Uses research-based strategies to maintain learners' attention (individual and whole group)</i>	<i>Attempts to establish constructive relationships to engage learners</i> <i>AND/OR</i> <i>Attempts to use constructive strategies to maintain learners' attention (individual and whole group)</i>	OR <i>Does not use constructive strategies to maintain learners' attention (individual and whole group)</i>	
Assessment					
J. Data-Guided Instruction CAEP 2.3	Uses data-informed decisions (<i>trends and patterns</i>) to set short and long term goals for future instruction and assessment AND Uses contemporary tools for learner data record-keeping <i>and analysis</i>	Uses data-informed decisions to design instruction and assessment <i>AND</i> <i>Uses contemporary tools for learner data record-keeping</i>	Uses minimal data to design instruction and assessment	<i>Does not use data</i> to design instruction and assessment	—
K. Feedback to Learners InTASC 6d	Provides feedback that 1. Enables learners to recognize strengths <i>AND</i> areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is <i>individualized</i> AND Provides timely feedback , <i>guiding learners on how to use feedback to monitor their own progress</i>	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 2. Is <i>comprehensible</i> 3. Is <i>descriptive</i> AND Provides timely feedback	<i>Provides minimal feedback</i> that 1. <i>Enables</i> learners to recognize strengths OR areas for improvement OR Feedback is provided in a <i>somewhat</i> timely fashion	<i>Does not provide feedback</i> OR Feedback does not enable learners to recognize strengths OR areas for improvement OR Feedback is not provided in a timely fashion	—
L. Assessment Techniques InTASC 7d	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. <i>Varied</i>	<i>Evaluates and supports learning through assessment techniques</i> that are 1. Developmentally appropriate 2. Formative AND summative	Assessment techniques are 1. Developmentally <i>appropriate</i> 2. <i>Formative OR summative</i>	Assessment techniques are 1. Developmentally <i>inappropriate</i> OR <i>Not used</i>	—

Analysis of Teaching					Row Score
M. Connections to	Discusses, provides evidence of, <i>and justifies</i> connections to educational research and/or theory	<i>Discusses and provides evidence of</i> connections to	<i>Mentions</i> connections to educational research and/or theory	<i>No connections OR inaccurate connections</i> to educational research and/or theory	—

Research and Theory CAEP 1.2	AND <i>Uses research and/or theory to explain their P-12 learners' progress</i>	educational research and/or theory			
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Professional Dispositions Evaluation

What are dispositions? The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

What else should a teacher candidate know? It is the student teacher's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors.

REMEMBER: Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Professional Commitment and Behaviors					
N. Participates in Professional Development (PD)	Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD AND <i>Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching</i>	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference) AND <i>Provides evidence of an increased understanding of the teaching profession as a result of the PD</i>	<i>Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)</i>	<i>Does not participate in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)</i>	—
O. Demonstrates Effective Communication with Parents or Legal Guardians InTASC 10d	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND <i>Provides information about P-12 learning to parents or legal guardians to promote understanding</i>	<i>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</i>	<i>Does not provide evidence of communication with parents or legal guardians</i>	—

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
	<p><i>AND</i> <i>Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</i></p>	<p><i>and academic progress</i></p>			
<p>P. Demonstrates Punctuality InTASC 9o</p>	<p>Reports on time <i>or early</i> for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Reports on time</i> for daily student teaching <i>AND</i> Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Inconsistently reports</i> on time for daily student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Does not report</i> on time for student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p>—</p>
<p>Q. Meets Deadlines and Obligations InTASC 9o</p>	<p>Meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p><i>AND</i> Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p><i>AND</i> Provides clear and complete directions and lessons for substitutes/cooperating teacher <i>without reminders</i></p>	<p><i>Meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor</p> <p><i>AND</i> Informs <i>all</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p><i>AND</i> Provides <i>clear and complete</i> directions and lessons for substitutes/cooperating teacher</p>	<p><i>Most of the time meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor</p> <p><i>AND</i> <i>Informs some</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p><i>AND</i> <i>Provides incomplete</i> directions and lessons for substitutes/cooperating teacher</p>	<p><i>Frequently misses deadlines or obligations</i> established by the cooperating teacher and/or supervisor</p> <p><i>AND/OR</i> <i>Does not inform</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) <i>of absences prior to the absence</i></p> <p><i>AND/OR</i> <i>Does not provide</i> directions and lessons for substitutes/cooperating teacher</p>	<p>—</p>
<p>R. Preparation InTASC 3d</p>	<p>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p><i>AND</i> Materials are easily accessible <i>AND</i> organized</p>	<p><i>Prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p><i>AND</i></p>	<p><i>Not consistently prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p><i>AND/OR</i></p>	<p><i>Not prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p><i>AND/OR</i></p>	<p>—</p>

	AND <i>Prepared for the unexpected and flexible</i>	Materials are easily accessible AND organized	Materials are easily accessible OR organized	Materials are <i>not</i> organized NOR easily accessible	
Professional Relationships					
S. Collaboration InTASC 10b	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Works with</i> and learns from colleagues in planning and implementing instruction to <i>meet diverse needs of learners</i>	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Attempts to work with and learn from colleagues in planning and implementing instruction</i>	<i>Demonstrates collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	<i>Does not demonstrate collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	—
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession InTASC 10j	Recognizes and articulates specific areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices) AND <i>Takes action(s) based upon identified needs, while following district protocols</i>	Recognizes and <i>articulates specific</i> areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	<i>Recognizes</i> areas in need of advocacy , <i>but cannot articulate</i> the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	<i>Does not recognize</i> areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	—
Critical Thinking and Reflective Practice					
U. Responds Positively to Feedback and Constructive Criticism InTASC 9n	Is receptive to feedback, constructive criticism , supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice AND <i>Proactively seeks opportunities for feedback from other professionals</i>	Is receptive to feedback, constructive criticism , supervision, and <i>responds professionally</i> AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) <i>to improve practice</i>	Is receptive to feedback, constructive criticism , and supervision AND/OR <i>Incorporates feedback inconsistently</i>	Is <i>not</i> receptive to feedback, constructive criticism , and supervision AND/OR <i>Does not incorporate feedback</i>	—

<u>What went well? Areas of strength?</u>	
<u>Possible opportunities for growth</u>	

Goals for Improvement: Pedagogy and Dispositions

Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify **three** specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher.

As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

Connection to 3-way form	Goal (must have a minimum of one goal) with Details
<i>L. Assessment: Feedback to Learners</i>	<i>I will focus on providing specific (not general) feedback to individuals and to groups – with a focus on task and process. I will focus on “quick and quiet” feedback. I will prepare feedback ahead of time using data</i>
	1.
	2.

Comments

CPAST Three-Way Conference Consensus Form

Mentor teacher:

University supervisor:

Date:

Pedagogy				
Domain	Candidate Score	Mentor Score	Supervisor Score	Consensus Score
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 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				

CPAST Three-Way Conference Consensus Form

Goals to student teacher's continued growth:

1.

2.

*Add additional sheets for additional goals as needed.***Alignment of Goals to standards of the teaching profession (as applicable):**

1.

2.

Add additional sheets for additional goals as needed.

License Requirements

Procedures for Licensure Applications

In order to be recommended for licensure, candidates must:

- Complete requirements for the degree program
- Obtain approval for graduation
- Pass the licensure tests as required by the Ohio Department of Education, with the scores on file with the Office of Pre-professional Services in the School of Teacher Education and at the Ohio Department of Education
- Obtain current Ohio BCII and FBI background checks on file with the Ohio Department of Education and Department of Teacher Education

Applying for the Ohio 4 Year Resident Educator License:

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

Ohio Department of Education Resident Educator License Requirements (REV. January 2019)

- To participate in the program as a Resident Educator, individuals must meet the following requirements:
 - Possess the appropriate Ohio educator license. Individuals holding a Resident Educator or Alternative Resident Educator license participate in the Ohio Resident Educator Program. New Ohio teachers holding a one-year out-of-state educator license in Ohio may also participate. Individuals teaching career-technical courses under an alternative resident educator workforce development license are exempt from participating in the local Resident Educator Program.
 - Meet the employment requirements for eligibility. To participate, Resident Educators must:
 - Be employed by an ODE-chartered educational entity, ODE or ODJFS licensed preschool, Ohio correctional facility or a private educational agency located in Ohio;
 - Teach at least two classes or work at least 25 percent full-time equivalent in their area of licensure or in the area in which they hold a supplemental teaching license during the school year;
 - Be responsible for planning and delivering standards-based, preK-12 curriculum to students and evaluating their progress during the school year;
 - Will work during the school year for a minimum of 120 days as defined in Ohio Revised Code 3319.09, and;
 - Be assigned an ODE-certified mentor or facilitator by their employer.

Any changes or revisions made by the Ohio Department of Education after the publishing of this handbook take precedence.

Kentucky Educator Standards Board Certificate Requirements (REV. January 2019)

- Complete a [CA-1 paper application](#). Forward this application to your college for the completion of Section IV on page 5 of the [CA-1 paper application](#);
- Provide official transcripts of all undergraduate and graduate coursework;
- Supply verification by the Superintendent or Personnel Director of full-time classroom teaching experience at the appropriate grade level(s) (Section 2 of [CA-1](#)), if you have out-of-state teaching experience;
- Pass [Praxis II Specialty Area](#) tests for EACH area of certification (if less than two years of appropriate full-time teaching experience) and the Principles of Learning and Teaching test score for appropriate grade range; and
- Make the appropriate payment through [ePay](#) online payment service for [certification fees](#). Please note that any other forms of payment are not accepted and will be returned to the applicant.
- For further information, please visit: <http://www.epsb.ky.gov>

University Rules and Policies

Academic Integrity

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

Student Success Team

Student Success Team Defined

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

Student Success Team Members

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

Reasons for Referral

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

Referral Process

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

Interventions

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

What will occur during the School Success Team Meeting

During the Student Success Team meeting, team members will review the teacher candidate's overall progress, as well as strategies that have been utilized to address issues or concerns. The meeting serves as a problem-solving session in which the team, including the TC, can discuss the concerns, attempt to identify potential causes, develop potential ways to address the concerns, and then analyze the possible interventions. It is through this information exchange process that effective strategies and interventions can be suggested, tested, and monitored. The selected interventions, strategies, and implementation timelines are recorded in a Student Success Plan that will be reviewed periodically and in effect until graduation. This Success Plan will be developed by the TC's Program Coordinator with review and input from the SST and recorded on the Student Success Plan Template and uploaded to TK20 as documentation of the meeting. A follow-up meeting will be scheduled to review the success of the interventions developed in the Student Success Plan. At this meeting the team may determine:

- The interventions were successful, and further intervention assistance is no longer Needed.
- The interventions were successful, and further interventions need to be added for other areas of concern.
- The interventions were somewhat effective. Further or modified interventions are needed to gather more information. A follow-up meeting will be scheduled.
- The interventions were not effective, or one or more of the Success Plan conditions were violated.

TC in the Professional Year

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

Plagiarism

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

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

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

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

Avoiding Plagiarism

Take ownership of your education. Do your own work. Do NOT loan your work to another candidate. If they copy your work (even if they make a couple of changes), this is plagiarism and you will both be subject to an academic hearing.

When in doubt, cite it. Whether you are quoting word for word or only just talking about what you found out, make a reference. If you are quoting verbatim, in addition to providing a citation, either put the quote in quotation marks or set it off as an indented block of text.

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

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

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

Termination of Clinical Field Placement

Clinical placement may be terminated for the following reasons:

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

Academic Hearing

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

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

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

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

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

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

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

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