Field Placement/Internship Handbook

For
Teacher Candidates, Cooperating Teachers, and University Supervisors

Prepared by the
Dwight Schar College of Education
Office of Field Experience and Internships
(8/18)
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Introduction

This handbook has been developed to provide you -- the teacher candidate/intern, cooperating teacher, and university supervisor -- with the policies, procedures, requirements, roles, and responsibilities that have been developed for Ashland University’s teacher candidate field and internship experiences. You are essential to this school-university partnership that was founded on the belief that the expertise of practicing cooperating teachers and experienced supervisors is critical to the development of emerging teachers who must be prepared to meet the demands and rewards of today’s classrooms.

The Value of Partnerships

The Field Experiences and Internships Office works in collaboration with the Dwight Schar College of Education, field supervisors, school districts, and cooperating teachers to provide the best field experience possible to teacher candidates. This office has an Advisory Council committee which includes Department Chairs, university supervisors, faculty members, PK-12 teachers, principals, and school district superintendents. This committee meets at least once a semester. The goal of this group is to strengthen mutual partnerships and program improvement. The interaction between all stakeholders is valuable because it allows partners to evaluate and monitor current practices and facilitate the continuous improvement of candidate preparation and impact on student learning (P-20). With shared responsibilities in mind, a communication model was developed to ensure that feedback, from all stakeholders, is used in the decision-making process. This model includes the following elements:

- The Field Experiences and Internships Office seeks feedback from cooperating teachers and teacher candidates regarding the university supervisor.
- The Director of the Field Experiences and Internships Office meets with university supervisors at the end of each semester to discuss the results of the university supervisor survey and to seek their input on the instruments, evaluations, and Assignments applied in the field.
- The Field Experiences and Internships Office seeks feedback from cooperating teachers on the instruments, evaluations, and Assignments applied in the field through a survey at the end of every semester.
- Feedback is compiled by the Field Experiences and Internships Office Director and then the On-Going Decision Making Report is discussed with the Dwight Schar College of Education stakeholders, for further action. It is important to note that any of the stakeholders can contact the Field Experiences and Internships Office with recommendations or concerns at any time and the On-Going Decision Making Report will be moved for discussion with the appropriate parties, including the Advisory Council committee.
- This communication flow engages stakeholders and improve the quality of field experiences.
Ashland University, Dwight Schar College of Education, selects university supervisors who are experts in their fields. They hold a record of teaching experience and a Master’s degree in education. Each cooperating teacher must hold a valid teaching certificate or license for his or her teaching position (grade and subject) and have a minimum of three years of successful teaching experience, with one year in his or her present position. The selection of cooperating teachers take place with the assistance of the partner school district. The Field Experiences and Internships Office contacts the designated person within the school district, such as the principal or curriculum coordinator, and makes the placement request. They, in collaboration with clinical educators, determine the appropriate placement. Cooperating teachers must be willing to share classroom responsibilities with the teacher candidate, and to assume the roles expected of a mentor, advocate, coach, and critic. Cooperating teacher training is an important element of the program to ensure that PK-12 teachers are prepared to receive an Ashland University teacher candidate. This training includes an online module created to facilitate the training of all cooperating teachers mentoring Ashland University teacher candidates. Cooperating teachers are required to complete this training once every five years, and they receive up to .5 CEUs upon successful completion of the training modules. Cooperating teachers have an opportunity to provide recommendations on program improvement, when completing the training modules. Childre and Van Rie (2015) noted that “enhancing the quality of clinical faculty, specifically mentor teachers, is imperative to building a comprehensive approach to teacher preparation that optimizes pre-service clinical experience learning” (p. 15). Further, they explained “that clinical faculty preparation is an ongoing proposition and cannot be accomplished through a one-time training” (p. 15). It is the goal of the Field Experiences and Internships Offices at Ashland University to continue to prepare cooperating teachers to enhance the quality of the field experiences for teacher candidates.

Field experiences are a vital extension of the teacher preparation curriculum. Several methods courses have field Assignments, and the Field Experiences and Internships Offices works closely with departments to ensure that all stakeholders are informed of Assignment requirements and outcomes. An online supervisor training ensures transparency of expectations. Also, Faculty who teaches methods courses are expected to communicate with university supervisors and explain their expectations for the field Assignments. The courses blocked with student teaching/internship have assignments that enhance their knowledge of the standards related to the teaching profession, including Ohio Standards for Teaching Professionals, the Teacher Evaluation System (OTES), and Ohio School Operating Standards. Teacher candidates must also complete the Impact on Student Learning assessment. These assignments allow teacher candidates to observe and implement effective teaching strategies linked to coursework.

University supervisors, teacher candidates, and cooperating teachers have access to Field Experiences and Internships Office forms by going to the Dwight Schar College of Education website click here. If you have recommendations for program improvement, please contact Mr. William White with your suggestions. He will complete the Involvement and On-Going Decision Making Report and take your recommendation to Department Chairs and Dwight Schar College of Education Dean for further action. We value your feedback. For more information, please contact your local Director/Coordinator of Field Experiences and Internships.

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The Dwight Schar College of Education

The Dwight Schar College of Education at Ashland University is a nationally recognized college with a regional, national and international influence. We serve a diverse student population on three campuses, online and abroad, while still maintaining quality, tradition, and an accent on the individual. We strive to attract motivated students and give them every opportunity to thrive. The challenges facing us, moving forward, are especially complex and will require diverse teams who can work innovatively and collaboratively. Actively seeking an engaged, passionate faculty and staff, who represent an increasingly diverse world, is necessary to prepare our students for an ever-changing global climate.

**Diversity:** The Dwight Schar College of Education affirms the value and dignity of a diverse student, faculty, and staff population which strives to provide opportunities that support an awareness of our social responsibilities, affirming justice, inclusiveness and compassion for all people.

**Vision:** The Dwight Schar College of Education will be a leader in preparing and supporting reflective practitioners who transform students, schools, and society.

**Mission:** The Dwight Schar College of Education guides all students through innovative and diverse field-based experiences that are grounded in theory and result in skilled and responsive practitioners, well-prepared to meet tomorrow’s challenges.

**Guiding Principle 1:** Practitioner- and Field- Based Experiences, Core to All Programs, Link Theory and Practice.

**Guiding Principle 2:** Partnerships with External Stakeholders Broaden Insights and Support Student Success.

**Guiding Principle 3:** Pedagogical and Content Expertise Lead to Positive Outcomes within Diverse Learning Environments.

**Guiding Principle 4:** A Culture of Assessment Creates Avenues for Reflection, Leading to Excellence.

Ashland University is an Equal Opportunity institution and its programs are available to all students regardless of disability, sex, age, race, color, religion, and national or ethnic origin.
Academic Policies and Services

Academic Policies

These policies are outlined in the Ashland University Catalog under “Academic Affairs” (Class and Coursework Policies, Academic Integrity, Credit and Grade Policy, Probation and Dismissal, Academic Support Services, and Academic Computing). Teacher candidates are expected to present themselves in a professional manner, practicing academic integrity for each activity. This includes, but is not limited to, the use of correct grammar and spelling in assignments along with the absolute avoidance of plagiarism. To see the complete text of the academic integrity policy, refer to the entry year catalog.

Office of Disability Services

Students with disabilities who have documentation on file with the Office of Disability Services (at Ashland University main campus) are entitled to reasonable academic adjustments/ accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Qualified teacher candidates/interns are encouraged to identify their needs to university supervisors by the beginning of the semester. Ashland University makes great effort to provide equal access to all teacher candidates/interns who have documented disabilities.

Licensure Code of Professional Conduct for Ohio Educators

All teacher candidates are responsible for reading the Ohio Department of Education’s Licensure Code of Professional Conduct and being aware of its content (see link below). Teacher candidates completing their experiences outside of Ohio need to read both the Ohio Code and any similar documents associated with the state or location in which they are interning.

http://education.ohio.gov/Topics/Teaching/EducatorConduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed

Legal Actions

A teacher candidate charged with violations of criminal law will be suspended immediately from his or her internship until the case is settled. In all cases, it is the teacher candidate’s responsibility to report such charges to the Director of Field Experiences and Internships at the center where he or she registered for the field placement or internship. Prior to any field experience, all teacher candidates sign a Good Moral Character Statement.

Background Check

The Ohio BCI and FBI background checks are required for all teacher candidates prior to the first day of any field experience or internship. The BCI will expire one year from the date it is completed and it must remain current during the field experience/internship. The FBI will not be renewed until the teacher candidate applies for a license. Teacher candidates, planning on participating in the Southern Internship Program will be required to complete the state equivalent background check, before the first day of the internship.
Attendance and Absence Reporting Policies

Ashland University has established the following attendance policy to fulfill the requirements of field experiences and internships:

- Interns completing their 14 weeks of student teaching/internship must follow the dates stipulated by the Office of Field Experiences and Internships.
  - Daily attendance is required of the intern at the assigned school, honoring the same arrival and departure time as the cooperating teacher.
  - Placements may not begin prior to or extend beyond Ashland University’s class schedule. The intern will follow the host school calendar for holidays/vacation.
- Teacher candidates completing field experiences must comply with field hours determined by the field course.
- Any extenuating circumstances must be approved by the supervisor, the Director of Field Experiences and Internships, Department Chair, and Dean.
- Regarding any absence, the teacher candidate must, notify both the cooperating teacher and supervisor by phone (unless the cooperating teacher and supervisor have agreed to an alternative method). Such notification must be made as early as possible to accommodate changes in plans.
- If the teacher candidate is absent at a time when he or she is scheduled to teach, he or she is obligated to deliver the day’s plans and material to the cooperating teacher.
- Teacher candidates must complete the Absence Report Form for Teacher Candidates/Interns (Appendix A) with appropriate signatures and turn it in to their supervisor for ANY missed days. Failure to do so constitutes a breach of professional responsibility.

General Guidelines for All Teacher Candidates/Interns

The following guidelines should be read and discussed among the teacher candidate/intern, supervisor, and cooperating teacher. Teacher candidates/interns will also be expected to know the policies and procedures associated with the district and/or building in which they are teaching. They will work with their cooperating teachers to acquire this information. Note: References to “students” in the following guidelines refer to PreK-12 students, not the teacher candidate/intern.

Course Load, Employment, and Extracurricular Activities

Because of the importance of the intern’s time commitment involved, interns may not enroll in any additional academic course work or extracurricular activities. Child care arrangements and other responsibilities should be secured prior the beginning of the internship. Preparation for teaching often requires time before and after the school day and the internship should be the intern’s highest priority.

Vehicle Insurance Verification Form (for Teacher Candidate Drivers)

All teacher candidates who use their personal vehicle to drive to field/internship sites, must register their vehicle by completing the Vehicle Insurance Verification Form (Appendix B) provided by his/her supervisors. This form is submitted to the appropriate Office of Field Experiences and Internships and forwarded to the Business Office. This is a requirement of all teacher candidates performing field experiences and internships.
**Discipline Policies**

The teacher candidate needs to be aware of the discipline policies of the school and/or district. The teacher candidate may not administer corporal punishment, nor may he or she serve as an official witness to corporal punishment, should licensed school personnel administer corporal punishment.

**Transporting and Conferencing with Students**

When dealing with students on an individual basis:

- **Do not** transport any student(s) to or from school, on field trips, or other activities in the teacher candidate’s own vehicle.
- **Do not** visit students at their homes unless as part of a school-sponsored home visit.
- **Do not** confer with students in a secluded place. Individual student conferences should be held in an open and visible place. It is best to meet with students in small groups.

**Child Abuse**

It is the position of Ashland University, that when students or employees of Ashland University are in the field in any instructional capacity, they meet the definition of “school teacher” and are mandated reporters per Ohio’s child abuse and neglect reporting law (ORC:2151.421). Please see Appendix C: Policy on Mandated Reporting of Suspected Child Abuse or Neglect. Following the mandated report, the teacher candidate/intern should inform his/her supervisor and the appropriate Director of Field Experiences and Internships.

**Religious Readings**

The teacher candidate may not use any religious or sacred text (e.g., the Bible, the Koran) for devotional, inspirational, or indoctrination purposes in public schools. Teacher candidates/interns who participate in such practices in schools are not in compliance with the Federal law.

**Search of Students**

The teacher candidate may not initiate or carry out an independent search of students or students’ lockers. Ohio law allows for such searches only under certain conditions and only under direction from the school principal. Unless directly ordered by the school principal to do so, the teacher candidate must not participate in search and seizure activities.

**Use of Technology**

Teacher candidates need to follow district technology guidelines. The use of cell phones, uploading of photos, social media, and internet content should not be done while in the classroom unless part of an approved lesson plan. Additionally, no photos or other personal information related to students is to be uploaded to the internet.

**Use of Social Media**

Teacher candidates/interns should be mindful of their representation on social media. They should create appropriate boundaries between them and their students regarding social media and communication outside the classroom.
**Political Affiliations**
The teacher candidate should not share personal political views.

**Professional Behavior and Dress Code**
Dress must be consistent with the high professional standards expected of teachers and teacher candidates in their positions as role models for children. The teacher candidate is to conform to the policy standards for the faculty of the assigned school.

**Substitute Teaching**
The teacher candidate shall not be permitted to assume full responsibility for a class or classes without the supervision of a certified/licensed teacher employed by the school district. If the cooperating teacher is absent from school, a certified/licensed substitute should be hired to replace the cooperating teacher even though the teacher candidate may be directing and teaching the classes at that stage in the internship experience. The teacher candidate is not qualified and not permitted by law to serve as a substitute teacher. Under no circumstances will an unlicensed teacher candidate be permitted to act as a substitute in the absence of the assigned cooperating teacher for any part of a school day. If the teacher candidate or school personnel question the appropriateness of substitute provisions, the individual with the question should contact the appropriate local Director of Field Experiences and Internships.

**Legal Status of the Teacher Candidate**
In 1985, the Ohio Legislature enacted the Sovereign Immunity Law, O.R.C. Chapter 2744. In part, it states that teachers in Ohio schools are personally immune from liability for injuries to students or other reasons, or for loss or damage to property, unless it can be shown that their actions were wanton, reckless, malicious, in bad taste or manifestly outside the scope of their employment, O.R.C. 2744.03(A)(6). Teachers are also entitled to a defense from the board of education, and indemnification for any judgments rendered (except for punitive damages), provided again, they have acted in the good-faith performance of their teaching duties O.R.C. 2744.07(A). In Ohio, the school district board of education is responsible for providing liability insurance and legal services for their employees and interns.

Ashland University’s educator preparation programs are approved by the Ohio Department of Higher Education. A teacher candidate/intern who is jointly assigned under an agreement by the university and a school district board of education to perform practice teaching under the direction of a regularly employed and certified/licensed teacher is accorded the same civil and constitutional guarantees of the laws and protection as a certified/licensed teacher, but shall be subject to the direction and supervision of the administration and teaching staff of the school district. In other words, the teacher candidate/intern has the same legal responsibility and may be held liable for his or her negligent acts and is also accorded the same protection of the law as the certified/licensed teacher, except that the teacher candidate’s actions would have to be judged in light of the fact that he or she is acting under the direction and supervision of the certified/licensed teacher. Ashland University has a liability policy that covers teacher candidates while fulfilling their responsibilities. Therefore, the teacher candidate needs not acquire additional liability insurance. If additional liability insurance is desired, the Ohio Education Association offers liability insurance as part of an undergraduate student membership in the Ohio Student Education Association at a reasonable cost.
Cooperating Teacher’s Responsibilities

Each cooperating teacher must hold a valid teaching certificate or license for his or her teaching position (grade and subject) and have a minimum of three years of successful teaching experience, with one year in his or her present position. Additionally, he or she must be willing to share classroom responsibilities with the teacher candidate and to assume the roles expected of a mentor, advocate, coach, and critic. The cooperating teacher is expected to assume responsibility for performing the following tasks:

Planning

- Review The Teacher Candidate, Cooperating Teacher, and University Supervisor Forms and Materials List (Appendix D) with the teacher candidate during the initial meeting.
- Conduct a school orientation for the teacher candidate using the School Orientation Checklist for the Cooperating Teacher and Teacher Candidate (Appendix E) as a guide.
- Explain the role of the teacher candidate.
- Discuss expectations of pupils.
- Ensure that the teacher candidate/intern uses the Ashland University Standard Lesson Plan (Appendix F).
- Provide the teacher candidate with information on student evaluation and grading policy.
- For cooperating teachers working with interns in their internships, immediately begin involving the intern in the use of classroom curriculum guides, unit, and daily lesson planning, consider co-planning and co-teaching whenever possible.

Teaching

- During the first week, plan times to discuss the observations with the teacher candidate.
- Expect teacher candidate/intern to submit a lesson plan (Ashland University Standard Lesson Plan) to the cooperating teacher for review and approval prior to teaching each lesson.
- Review the lesson plans (for the lesson to be taught that day or for the week) carefully with the teacher candidate. Please note that failure to submit lesson plans for each lesson, or weekly, to the cooperating teacher and supervisor could be reason to withdraw a teacher candidate/intern from his or her field experience/internship.
- Encourage students to consult the teacher candidate/intern concerning their class work. The students’ acceptance of the teacher candidate/intern depends upon his or her ability to establish authority and legitimacy in the classroom.
- Observe the teacher candidate/intern informally and provide daily feedback on both classroom management and lesson delivery.
- Conduct formal, written observations of the teacher candidate’s teaching using the lesson observation forms provided in in the cooperating teacher packet.
- Participate in the teacher candidate’s midterm and final conference using the Pre-CPAST or CPAST Forms.

Professional Reflection, Collaboration, and Communication

- Complete the Cooperating Teacher Verification Data Form (Appendix G), as soon as possible, and return it to the Ashland University supervisor.
- Collaborate with the supervisor to ensure that the teacher candidate meets field requirements.
- Invite the teacher candidate to participate in parent-teacher conferences, staff meetings, etc... as appropriate and allowable with the school district.
- Collaborate with the field supervisor on the teacher candidate’s final evaluation.
- Final grade is determined by the supervisor; make sure that you collaborate and communicate well with the university supervisor for the benefit of the teacher candidate/intern.
Sophomore, Junior/Senior, and Bachelor Plus Level Field Experience Requirements

For the **SOPHOMORE LEVEL**, you as the cooperating teacher, are expected to perform two (2) formal classroom observations and complete one (1) Observation Report Form for each observation in this field experience. Your constructive feedback is valuable to the development of the teacher candidate. You will also be required to complete and discuss the Pre-CPAST Forms with the teacher candidate at the end of the field experience. All forms should be returned to the university supervisor, at the end of the field experience, so they can determine the teacher candidate’s performance in the field experience. Teacher candidates are sometimes required to complete assignments while in the field experience. Please see the Sophomore Field Experience Outline (Appendix I) for a list of corresponding assignments.

For the **JUNIOR/SENIOR LEVELS**, you as the cooperating teacher, are expected to perform three (3) formal classroom observations and complete one (1) Observation Report Form for each observation in these field experiences. Your constructive feedback is valuable to the development of the teacher candidate. You will also be required to complete and discuss the Pre-CPAST Forms with the teacher candidate at the end of the field experience. All forms should be returned to the university supervisor, at the end of the field experience, so they can determine the teacher candidate’s performance in the field experience. Teacher candidates are sometimes required to complete assignments while in the field experience. Please see the Junior Field Experience Outline (Appendix I) for a list of corresponding assignments.

For the **BACHELOR PLUS (B+) LEVELS**, you as the cooperating teacher, are expected to perform two (2) formal classroom observations and complete one (1) Observation Report Form for each observation in these field experiences. Your constructive feedback is valuable to the development of the teacher candidate. You will also be required to complete and discuss the Pre-CPAST Forms with the teacher candidate at the end of the field experience. All forms should be returned to the university supervisor, at the end of the field experience, so they can determine the teacher candidate’s performance in the field experience. Teacher candidates are sometimes required to complete assignments while in the field experience. Please see the B+ Field Experience Outline (Appendix I) for a list of corresponding assignments.

Student Teaching/Internship Requirements

For the **7-WEEK STUDENT TEACHING/INTERNSHIP**, you as the cooperating teacher, are expected to perform three (3) formal classroom observations and complete one (1) Observation Report Form for each observation in this internship. Your constructive feedback is valuable to the development of the intern. The intern must complete the Impact on Student Learning Assignment (Appendices K & L). You will also be required to complete and discuss the CPAST Forms with the intern at the midterm and end of the internship. All forms should be returned to the university supervisor, at the end of the internship, so they can determine the intern’s performance in the internship.

For the **14-WEEK STUDENT TEACHING/INTERNSHIP**, you as the cooperating teacher, are expected to perform six (6) formal classroom observations and complete one (1) Observation Report Form for each observation in this internship. Your constructive feedback is valuable to the development of the intern. The intern must complete the Impact on Student Learning Assignment (Appendixes K & L). You will also be required to complete and discuss the CPAST Forms with the intern at the midterm and end of the internship. All forms should be returned to the university supervisor, at the end of the internship, so they can determine the intern’s performance in the internship.

Evaluation of Supervisors

At the end of the semester, both the teacher candidate/intern and the cooperating teacher will be given an opportunity to evaluate the supervisor. E-mail instructions regarding the evaluation of the supervisor will be sent out to cooperating teachers and teacher candidates/interns, prior to the end of the semester.
Supervisor’s Responsibilities

Supervisors work directly with the teacher candidate/intern, cooperating teacher, their local Office of Field Experiences and Internships, and others as they assist teacher candidates/interns during field experiences and internships. While specific requirements are delineated throughout the handbook, the primary responsibilities of supervisors include:

- Complete an orientation meeting provided through the local Office of Field Experiences and Internships.
- Act as the liaison between Ashland University and the teacher candidate’s school.
- Provide the cooperating teacher with needed information and orientation, as appropriate.
- Meet the principal and cooperating teacher and distribute forms, discuss the Field Placement/Internship Handbook, and conduct an orientation meeting.
- Require that lesson plans must be submitted in advance (recommended 48 hours) to the supervisor and cooperating teacher for approval before teaching. All teacher candidates must use the approved Ashland University Standard Lesson Plan (Appendix F) when teaching.
- Review the lesson plans carefully after each observation and make reference to the quality of the lessons in the Supervisor/Cooperating Teacher Observation Report Form. The post-observation conference is an opportunity to discuss any changes that are necessary for future plans.
- Visit the classroom unannounced.
- Observe and evaluate the intern’s required Impact on Student Learning Assignment (Appendices K & L), and submit electronically using Blackboard, prior to submitting final grades via Web Advisor.
- Conduct a final conference with the teacher candidate and cooperating teacher.
- Determine the teacher candidate’s final grade based on the Field Experience Outline (Appendix I).
- Submit the Pre-CPAST Final Evaluation (for field candidates) and the CPAST Final Evaluation (for interns) electronically using Blackboard, prior to submitting final grades via Web advisor.
- Submit the final grade electronically using Web Advisor by the prescribed deadline. Refer to the Credit and Grade Policy in the Undergraduate or Graduate catalogue. It describes the credits, grades, and quality points.

Sophomore, Junior/Senior, and Bachelor Plus Level Field Experience Requirements

For the SOPHOMORE LEVEL, you as the supervisor, are expected to complete a minimum of three (3) visits which include an orientation meeting, formal observations, a mid-term evaluation, and a final evaluation conference. A total of two (2) formal classroom observations of approximately 30 minutes each must be performed, and one (1) Observation Report Form must be completed for each observation. The Pre-CPAST Forms must be completed by the supervisor, the cooperating teacher, and the teacher candidate. Teacher candidates are sometimes required to complete assignments while in the field experience. Please see the Sophomore Field Experience Outline (Appendix I) for a list of corresponding assignments.

For the JUNIOR/SENIOR LEVELS, you as the supervisor, are expected to complete a minimum of four (4) visits which include an orientation meeting, formal observations, a mid-term evaluation, and a final evaluation conference. A total of three (3) formal classroom observations of approximately 30 minutes each must be performed, and one (1) Observation Report Form must be completed for each observation. The Pre-CPAST Forms must be completed by the supervisor, the cooperating teacher, and the teacher candidate. Teacher candidates are sometimes required to complete assignments while in the field experience. Please see the Junior Field Experience Outline or Senior Field Experience Outline (Appendix I) for a list of corresponding assignments.

For the BACHELOR PLUS (B+) LEVELS, you as the supervisor, are expected to complete a minimum of four (4) visits which include an orientation meeting, formal observations, a mid-term evaluation, and a final evaluation conference. A total of two (2) formal classroom observations of approximately 30 minutes each must be performed, and one (1) Observation Report Form must be completed for each observation. The Pre-CPAST Forms must be completed by the supervisor, the cooperating teacher, and the teacher candidate. Teacher candidates are sometimes required to complete assignments while in the field experience. Please see the B+ Field Experience Outline (Appendix I) for a list of corresponding assignments.
Student Teaching/Internship Requirements

For the 7-WEEK STUDENT TEACHING/INTERNSHIP, you as the supervisor, are expected to complete a minimum of four (4) visits which include an orientation meeting, formal observations, a mid-term evaluation, the Impact on Student Learning Assignment, and a final evaluation conference. A total of two (2) formal classroom observations of approximately 45 minutes each must be performed and one (1) Observation Report Form completed for each observation. The Impact on Student Learning Assignment (Appendices K & L) and CPAST Forms are to be completed by the supervisor, cooperating teacher, and the intern. Interns are sometimes required to complete assignments during their internship. Please see the appropriate Internship Field Experience Outline (Appendix I) for a list of corresponding assignments. Supervisors appointed to interns with split assignments are expected to complete the mid-term evaluation at the conclusion of the first seven-week assignment, and the final evaluation at the conclusion of the second seven-week assignment. If two different supervisors are appointed to an intern, then each supervisor will be responsible for completing the appropriate evaluation designated for that seven-week assignment. The supervisor appointed to the second seven-week assignment will be responsible for submitting the intern’s grade.

For the 14-WEEK STUDENT TEACHING/INTERNSHIP, you as the supervisor, are expected to complete a minimum of eight (8) visits which include an orientation meeting, formal observations, a mid-term evaluation, the Impact on Student Learning Assignment, and a final evaluation conference. A total of four (4) formal classroom observations of approximately 45 minutes each must be performed and one (1) Observation Report Form completed for each observation. The Impact on Student Learning Assignment (Appendices K & L) and CPAST Forms are to be completed by the supervisor, cooperating teacher, and the intern. Interns are sometimes required to complete assignments during their internship. Please see the Internship Field Experience Outline (14 weeks) (Appendix I) for a list of corresponding assignments.

Teacher Candidate’s Responsibilities

Teacher Candidate’s Responsibility to the Host School

- Recognize that he or she is a guest in the assigned school.
- Use the retractable name badge holder with your official AU student ID when in the field at all times.
- Follow the workday as defined by the cooperating teacher’s workday for interns or assigned hours for field placements.
- Know and operate within the policies, regulations, and rules of the school. Such policies address teacher responsibilities, student records, grade reporting, emergency procedures, student behavior and discipline, relations with parents, textbooks, and materials, use of facilities, etc.
- Follow the attendance, daily time schedule and calendar of vacation/holidays of the school district when completing student teaching/internship. For other field experiences, the teacher candidate must follow both the Ashland University calendar and the school district calendar.
- Dress professionally and in accordance with the guidelines of the host school.
- Regard information about students and personnel as confidential and discuss them in a professional manner.
- Refrain from gossip about students, teachers, and other staff members. Confine any discussion of problems that might arise to conferences with the cooperating teacher or supervisor.
- Visit the school office to express appreciation for the opportunity to complete the experience in the school. Teacher candidates may wish to follow up with a letter of appreciation.

Teacher Candidate’s Responsibility as a Member of the Staff

- Make time to interact with the school’s faculty and staff. Confer with the cooperating teacher to determine which staff meetings, workshops, etc. would be most appropriate to attend.
- Participate in school events as required by the cooperating teacher (e.g. parent conferences, open house).
- Demonstrate an interest in students by attending co-curricular and extra-curricular activities.
**Teacher Candidate’s Responsibility to the Cooperating Teacher**

- Demonstrate an appreciation for the cooperating teacher’s efforts and guidance, including recognition of the additional time and effort required.
- Plan to visit or contact the cooperating teacher before the starting date, as directed by the supervisor.
- Take early initiative in assuming and demonstrating responsibility by listening and asking questions, and accepting and completing assigned tasks.
- Implement theory into sound classroom practice.
- Use differentiated instruction in order to address multiple learning styles.
- Accept the cooperating teacher’s decisions regarding material to be covered and the method of presentation. Recognize that the cooperating teacher is legally responsible for the class.
- Discuss with the cooperating teacher the classroom behavior management and discipline plan currently used in the classroom. While teacher candidates may develop lesson plans, they can only be implemented in consultation with the cooperating teacher.
- Seek the advice of the cooperating teacher; plan for regular conferences to discuss difficult situations or problems. Expect, recognize, and deal with suggestions or failure in a constructive and professional manner.
- Teacher candidates must use the approved *Ashland University Standard Lesson Plan* (Appendix F).
- Submit a lesson plan to the cooperating teacher for review and approval 48 hours prior to teaching each lesson. The cooperating teacher will review the lesson plans (for the lesson to be taught that day or for the week) carefully with the teacher candidate. Failure to submit lesson plans for each lesson, or weekly, to the cooperating teacher could be reason to withdrawn from his or her internship or field experience.
- Interns must plan and write narratives for the *Impact on Student Learning Assignment* (Appendices K & L).
- Notify both the cooperating teacher by phone regarding any absence. Such notification must be made as early as possible to accommodate changes in plan. Teacher candidates must also complete an *Absence Report Form* (Appendix A), have it signed by the cooperating teacher.

**Teacher Candidate’s Responsibility to the Supervisor**

- Fulfill the objectives outlined in the handbook.
- Complete the *Impact on Student Learning Assignment* (Appendices K & L). It is strongly recommended that you complete this assignment in your first 7-week placement.
- Comply with all university requirements.
- When applicable submit work to Blackboard.
- Complete all assignments in a professional and timely manner.
- Complete all assignments listed on the appropriate *Field Experience Outline* (Appendix I) as per the direction of the university supervisor.
- Use the *Ashland University Standard Lesson Plan* (Appendix F), and submit to the supervisor for review and approval 48 hours prior to teaching each lesson. Failure to submit lesson plans for each lesson, or weekly, to the supervisor could be reason for withdrawal from the internship or field experience.
- Inform the supervisor of difficulties encountered in the field/internship experience. While such might be uncomfortable, they should not be delayed.
- Notify both the cooperating teacher by phone regarding any absence. Such notification must be made as early as possible to accommodate changes in plan. Teacher candidates must also complete an *Absence Report Form* (Appendix A), have it signed by the cooperating teacher and submit it to the supervisor.
## Overview of Intern Evaluation

<table>
<thead>
<tr>
<th>The supervisor will...</th>
<th>The Cooperating Teacher will...</th>
<th>The intern will...</th>
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<tbody>
<tr>
<td>Gather evidence in relation to the specific objectives of the internship by means of classroom observations for the purpose of contributing to the intern’s growth.</td>
<td>Develop with the intern a thorough understanding of the specific objectives to be achieved.</td>
<td>Know the objectives of the internship, and continuously evaluate his or her own performance in relation to specific objectives.</td>
</tr>
<tr>
<td>Document observations on the <a href="#">Internship Supervisor/Cooperating Teacher Observation Report Form</a>. This evidence will provide summative data for the post observation conference with the intern. A conference with the intern and cooperating teacher should follow the observation. A copy of the <a href="#">Internship Supervisor/Cooperating Teacher Observation Report Form</a> is given to the Intern and cooperating teacher. The supervisor keeps a copy for his or her internship file. Evaluate the intern’s <a href="#">Impact On Student Learning Assignment</a> using the <a href="#">Student Data Assessment to Document Impact on Student Learning Rubric</a>. Complete the <a href="#">CPAST Forms</a> for mid-term and final evaluations. Participate in both a mid-term and final evaluation conference with the cooperating teacher and intern. Evaluate the teacher candidate based on the Field Experience Outline (Appendix I).</td>
<td>Keep the intern informed at all times in relation to his or her strengths and weaknesses, and how continued growth can be assured by identifying specific areas for improvement. Document observations on the <a href="#">Internship Supervisor/Cooperating Teacher Observation Report Form</a> and submit a copy to the supervisor and intern. Confer with the supervisor and intern after each visit. Work with the intern to develop his or her <a href="#">Impact on Student Learning Assignment</a> (Appendices K &amp; L). Complete and submit to the supervisor the <a href="#">CPAST Forms</a> for both the mid-term and final evaluations. Participate in both a mid-term and final evaluation conference with the supervisor and intern. Complete the supervisor evaluation.</td>
<td>Comply with all requirements noted in the internship’s master syllabus and this handbook. Read the responsibilities of the supervisor and cooperating teacher regarding the evaluation process. Participate in informal and formal conferences with the cooperating teacher to determine daily/weekly progress. Plan &amp; teach <a href="#">Impact on Student Learning Assignment</a> (Appendices K &amp; L) and submit all work online throughout the internship to Blackboard. Utilize suggestions of the cooperating teacher and supervisor to improve performance. Participate in the formal evaluation process by cooperating teacher and supervisor. Complete ALL online evaluations from Ashland University and Ohio Department of Higher Education. Complete all assignments listed on the Field Evaluation Experience Outline (Appendix I). Complete any requested additional requirements made by the supervisor and/or local Field Director. Complete and submit to the supervisor the <a href="#">CPAST Forms</a> for both mid-term and final evaluations.</td>
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At-Risk Teacher Candidates
Occasionally a teacher candidate/intern will encounter difficulties once the field/internship placement begins. Problems might include, but are not limited to the following:

- Progress is marginal.
- Behavior is inappropriate.
- Teacher candidate exhibits signs of possibly not being able to complete the assignment.
- Lesson plans are not developed ahead of time and submitted for review.

As soon as a problem has been identified, the supervisor, in collaboration with the cooperating teacher, will communicate with the student candidate/intern, regarding the issue. If problems persist the supervisor will initiate an intervention. The supervisor needs to maintain regular oversight to ensure that the problem is corrected immediately. If the teacher candidate/intern does not improve, the supervisor must complete the At-Risk Referral Report Form. The Director will call and intervention meeting which may include the teacher candidate/intern, academic advisor, supervisor, department Chair, and any other individual who can assist the teacher candidate/intern. The Director must be informed immediately about all teacher candidates/interns who exhibit unsatisfactory progress which may result in removal from the program.

Tips for Working with At-Risk Teacher Candidates
The following suggestions may help when the supervisor first notices that a teacher candidate is not progressing as quickly as both the supervisor and cooperating teacher would like:

- Meet regularly with the teacher candidate to plan and discuss daily or weekly instruction; build trust.
- Make suggestions if lesson plans are inappropriate. Involve the cooperating teacher for ideas, and make sure to document every interaction with the teacher candidate and cooperating teacher.
- Concentrate on just one or two critical concerns at a time.
- Clarify and restate expectations in low performance areas. Provide specific directions and deadlines as necessary.
- Encourage the teacher candidate to reflect on his or her teaching and make adjustments accordingly.
- Record a lesson or activity and encourage the teacher candidate to reflect on the lesson during a post-conference, or jointly view and discuss the recorded lesson.
- Confer with the appropriate Director of Field Experiences and Internships to develop an intervention plan if needed.
- Request observation from other professionals, such as: school principal, district administrator, university faculty, other supervisors, etc.

Dismissal of a Teacher Candidate from the Field Placement/Internship
A teacher candidate may be dismissed from his or her field experience/internship for these reasons:

- Non-adherence to school policy and/or procedures.
- Failure to meet Ashland University program requirements.
- Failure to meet moral and ethical standards of the profession.

If the cooperating teacher, supervisor, and/or Director of the Field Experiences and Internship Office decide that a teacher candidate is to be dismissed, the Dean of the Dwight Schar College of Education must be contacted. The teacher candidate may receive a failing grade. The teacher candidate may have an opportunity to re-enroll in the field experience/internship course in a subsequent semester, dependent upon the grounds for dismissal. Recommendation for licensure shall remain contingent upon satisfactory completion of all required field experiences and evidence of good moral character as defined by the Ohio Department of Education. The Dean of the Dwight Schar College of Education retains the right to deny a teacher candidate from field/internship for any violation of the Licensure Code of Professional Conduct for Ohio Educators.
Appendix A
ASHLAND UNIVERSITY • DWIGHT SCHAR COLLEGE OF EDUCATION
OFFICE OF FIELD EXPERIENCES AND INTERNSHIPS

Absence Report Form for Teacher Candidates/ Interns (11/16)

Teacher candidates/interns are required to complete field hours/internship determined by the Field Experiences and Internships Office. Any missed days must be documented and made up. When a teacher candidate/intern is absent from the field placement/internship, he or she must notify the cooperating teacher and supervisor by phone immediately. Complete this form and have it signed by the cooperating teacher, and then give it to the supervisor.

Teacher Candidate/Intern: ____________________________ ID #: ___________ Course #: __________

Dates(s) of Absence: ____________________________ School: ____________________________

Reason for Absence: ____________________________

Days Missed Prior to Above Absence: ____________________________

_____________________________ / __________/ __________
Teacher Candidate/Intern Signature Date

**Cooperating teacher must complete next section before returning this form to university supervisor**

Cooperating Teacher Confirms Date(s) and Times Absence Was Made Up:
(list) ____________________________

Signature confirming absences have been made up:
_____________________________ / __________/ __________
Cooperating Teacher Signature Date

Signature confirming absences have been made up:
_____________________________ / __________/ __________
University Supervisor Signature Date

If absences have not been made up, due to extenuating circumstances, they must be approved by the supervisor, the Director of Field Experiences and Internships, Department Co-Chairs, and Dean.
Appendix B
ASHLAND UNIVERSITY • DWIGHT SCHAR COLLEGE OF EDUCATION
OFFICE OF FIELD EXPERIENCES AND INTERNSHIPS

Vehicle Insurance Verification For Student Drivers Policy and Form
For ALL Field Experience and Internship Students (11/16)

Instructions: Teacher candidates, who use their personal vehicle to drive to their field experience and internship site, must register their vehicle by completing the Vehicle Insurance Verification Form. This form is to be submitted to the Office of Field Experiences and Internships and forwarded for filing to the University Business Office.

Name of Driver: ___________________________________________ Date of Birth: ___/___/____
Address: ____________________________________________________________________________
Driver’s Insurance Company: ____________________________________________________________
Amount of Liability Coverage: ___________________________________________________________
School District Assigned: _____________________________________ Mileage round trip: ______
Driver’s License Number: _____________ Issuing State: ____ Expiration date: ___/___/____
Student ID#: __________________________
Date completed and returned: ___/___/____

RETURN TO:
Ashland Campus, 240 Dwight Schar Bldg., 401 College Ave., Ashland, OH 44805
Columbus Regional Program Center: 1900 E. Dublin-Granville Rd., Columbus, OH 43229
Elyria Regional Program Center: Suite 105 University Circle, 105 N. Abbe Rd., Elyria, OH 44035
Appendix C

ASHLAND UNIVERSITY • DWIGHT SCHAR COLLEGE OF EDUCATION
OFFICE OF FIELD EXPERIENCES AND INTERNSHIPS

Policy on Mandated Reporting of Suspected Child Abuse or Neglect (7/16)

Becoming involved in a suspected case of child abuse or neglect can be a worrisome and uncomfortable experience. Nonetheless, the law, and the goal of this policy, is to put the protection of children first in every situation. Often times, much of the anxiety surrounding making a report of suspected child abuse surrounds the reporter’s uncertainty as to whether abuse is occurring or not. It is important to remember, your duty as a Mandated Reporter is not to make a decision about whether abuse or neglect has occurred. Rather, your duty is to report the possibility that abuse or neglect has occurred or is occurring.

The Law

In Ohio, some individuals are mandated by law to report suspected abuse and neglect. Mandated Reporters include, but are not limited to, school teachers, school personnel, daycare staff, social workers, physicians, dentists, and nurses. It is the position of Ashland University that when students or employees of Ashland University are in the field in any instructional capacity, they meet the definition of “school teacher” and are mandated Reporters per Ohio’s child abuse and neglect reporting law (ORC:2151.421).

The Ohio Revised Code (ORC) provides immunity from civil or criminal liability for those who make reports in good faith of possible abuse or neglect. The identity of the referral source is confidential and Children Services does not release the identification of the referral source to the family. The identity of reporters may only be released to the Ohio Department of Job and Family Services, the prosecutor’s office, law enforcement, or a children services agency as needed. As such, a subpoena for judicial testimony could be issued to a mandated reporter for testimony if the prosecutor determines that is necessary. A Mandated Reporter who suspects abuse or neglect and fails to report may be charged criminally. The Ohio abuse reporting law states that mandated reporters must immediately make the abuse or neglect report.

Making the Report

Reports must be made to either the public children services agency of the county or to the local city or county police agency. Reports may be either made by telephone or in person. A written report is useful, and if not already prepared, may be later required by the agency involved.

What Happens Next?

Once a report has been filed, a Mandated Reporter can request to be provided with the following information from the local children services agency:

a. Whether the agency or center has initiated an investigation of the report;

b. Whether the agency or center is continuing to investigate the report;

c. Whether the agency or center is otherwise involved with the child who is the subject of the report;

d. The general status of the health and safety of the child who is the subject of the report; and

e. Whether the report has resulted in the filing of a complaint in juvenile court or of criminal charges in another court.

Reporting Suspected Abuse or Neglect to Someone other than Children Services of the Police

The only way to fully comply with Mandated Reporter requirements is to personally report suspected child abuse or neglect to children services or the police. Reporting suspected child abuse to the classroom teacher, principal, professor, or some other individual does NOT meet the requirements of the law.

It may, in some circumstances, be appropriate to ask other individuals for support and assistance with the report; however, it is still the Mandated Reporter’s ultimate responsibility to ensure a report gets filed without delay.
# Appendix D

## ASHLAND UNIVERSITY • DWIGHT SCHAR COLLEGE OF EDUCATION

### OFFICE OF FIELD EXPERIENCES AND INTERNSHIPS

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### Teacher Candidate, Cooperating Teacher, and University Supervisor Forms and Materials List

The following table lists the various assignments, tasks, and forms that are completed during the field experience/internship. While this form does not have to be submitted to the Office of Field Experiences and Internships, it is important that teacher candidates, cooperating teacher, and supervisor monitor the list and confirm that all activities have been completed as all contribute to the teacher candidate’s overall development and success during the field experience/internship.

<table>
<thead>
<tr>
<th>ToDo</th>
<th>Teacher Candidate/Intern Forms and Materials</th>
<th>Appendix</th>
<th>Submit To</th>
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<tbody>
<tr>
<td>✓</td>
<td>Absence Report Form for Interns (if needed)</td>
<td>Appendix A</td>
<td>Supervisor</td>
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<tr>
<td></td>
<td><strong>signed by cooperating teacher &amp; supervisor</strong></td>
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<td></td>
<td>Vehicle Insurance Verification Form</td>
<td>Appendix B</td>
<td>Field Experiences &amp; Internships Office</td>
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<tr>
<td></td>
<td>Policy on Mandated Reporting of Suspected Child Abuse or Neglect</td>
<td>Appendix C</td>
<td>County Public Children Service Agency OR Local or County Police</td>
</tr>
<tr>
<td></td>
<td>Ashland University Standard Lesson Plan</td>
<td>Appendices F or F-1</td>
<td>Supervisor &amp; Cooperating Teacher</td>
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<tr>
<td></td>
<td>Emergency Information Form</td>
<td>Appendix J</td>
<td>Supervisor (original), Cooperating Teacher &amp; Principal (1 copy each)</td>
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<td></td>
<td>Course Related Assignments</td>
<td>Appendix H</td>
<td>Supervisor &amp; Cooperating Teacher</td>
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<td></td>
<td>Field Experience Outline</td>
<td>Appendix I</td>
<td>Supervisor</td>
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<tr>
<td></td>
<td>Pre-CPAST Forms (for Fields) OR CPAST Forms (for Interns)</td>
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<td>Supervisor</td>
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<tr>
<th>ToDo</th>
<th>Additional Intern Forms and Materials</th>
<th>Appendix</th>
<th>Submit To</th>
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<td>School Orientation Checklist for the Cooperating Teacher and Intern</td>
<td>Appendix E</td>
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<td></td>
<td>Impact on Student Learning Assignment &amp; Rubric</td>
<td>Appendices K &amp; L</td>
<td>Supervisor &amp; Cooperating Teacher</td>
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<th>Cooperating Teacher Forms and Materials</th>
<th>Appendix</th>
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<td>School Orientation Checklist for the Cooperating Teacher and Intern</td>
<td>Appendix E</td>
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<td>Cooperating Teacher Verification Data Form</td>
<td>Appendix G</td>
<td>Supervisor</td>
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<td></td>
<td>Supervisor/Cooperating Teacher Observation Report Form <strong>1 per observation</strong></td>
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<td>Supervisor</td>
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<td>Pre-CPAST Forms (for Fields) OR CPAST Forms (for Interns)</td>
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<td>Supervisor</td>
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<tr>
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<td>Impact on Student Learning Assignment &amp; Rubric (for Interns)</td>
<td>Appendices K &amp; L</td>
<td>Blackboard</td>
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<tr>
<td></td>
<td>Supervisor/Cooperating Teacher Observation Report Form <strong>1 per observation</strong></td>
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<td>Field Experiences &amp; Internships Office</td>
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<td>Field Experience Outline</td>
<td>Appendix I</td>
<td>Field Experiences &amp; Internships Office</td>
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Note: FE & I Office refers to the appropriate Office of Field Experiences and Internships.
Prior to the start of the internship experience, the intern should make an initial contact with the cooperating teacher for a pre-internship “Interview.” The cooperating teacher and intern can discuss the best time for a school orientation (within three (3) weeks prior to the beginning date).

An effective introduction/orientation to the internship is beneficial to both the cooperating teacher and the intern. The intern may come to the assignment with apprehensions that accompany any new experience. Providing clear and accurate information can alleviate these apprehensions. The orientation, coaching, and, modeling which are given to the intern are also very influential in forming the kind of teacher he or she will become. The following suggested “Checklist” for the cooperating teacher and intern would ease the transition into the new school environment. These lists are representative and are not to be all-inclusive.

**Intern and Cooperating Teacher - Get to Know One Another**

- Cooperating teacher reads the intern’s resume.
- Cooperating teacher asks intern about his or her special skills, talents, interests, experiences, travels, etc.
- Cooperating teacher provides intern with a brief oral biographical description, why he or she agreed to serve as a cooperating teacher; summarize teaching strengths.
- Cooperating teacher describes students in class; discuss strengths of class/school/community.
- Preliminary concerns or apprehensions of intern shared with cooperating teacher.
- Intern describes his or her perceptions of strengths/weaknesses in working with others.
- Intern discusses availability to assist in student activities (in and out of school).
- Exchange phone numbers and address.
- Collaboratively establish a routine time to meet to share information and concerns.

**Physical Plant/ Facility Orientation (Tour and Discuss)**

- Building floor plan.
- Coat closet, rest room, faculty workroom/teachers’ lounge, copy and supply rooms, technology equipment room, conference room, phone, etc.
- Different classrooms, media center and other departments; this is a good time for cooperating teacher to introduce intern to the faculty.
- Cafeteria: lunch prices, schedule and duties, disposal of trash/trays, etc.
- Faculty parking regulations; expected hours of arrival and departure.
- Provide a classroom work center (adult desk/chair) for intern.
Personnel/Policy/Curricular Program and Community Orientation

- Cooperating teacher introduces intern to school personnel (principal, secretaries, counselors, faculty, support staff, etc.).
- School Policies and Procedures (Faculty and Student Handbook).
- District and school calendar and master schedule of classes.
- List of faculty/staff members with assignments.
- Class list and seating chart(s) in order to learn names of students.
- Cooperating teacher provides textbooks, teacher manuals, and course of study/curriculum guide for intern to use; explain what part of the course of study the intern will be involved with.
- School policy and procedures on grading, lesson plans/form, discipline, and cheating.
- Classroom management: the cooperating teacher’s rules and procedures for student behavior and discipline.
- Procedure for passes: hall, rest room, library, counselor, etc.
- Awareness of students with health-related conditions (epilepsy, diabetes, bee sting allergy, etc.).
- Awareness of students with special needs or 504 plans.
- Expected faculty attire/dress regulations.
- Collaborative goal setting: the cooperating teacher shares goals for intern and intern shares his or her goals (e.g. meet regularly to discuss questions, team-teach a lesson, intern observes another teacher’s class, etc.).
- Feedback strategies (daily conference, weekly progress conference, etc.).
- Set time for next meeting.
- Letter to parents: describe the contributions the intern can make in the education of the students and the intern’s authority.
- Discuss school/district consent forms in place for video recording of lessons.

First Day Procedure – Cooperating Teacher and Intern Discuss Prior to First Day

- The cooperating teacher introduces the intern to classes in a friendly and purposeful manner; as your “partner” and team teacher. Use Mr., Miss, Ms., or Mrs. when addressing him or her in front of class. Set the stage for intern’s initial successes and for students to regard intern as THE TEACHER when in charge of the class.
- The cooperating teacher plans two or three tasks for the intern involving direct contact with the class. This will avoid high level of anxiety that results from not knowing when and how to become involved in a classroom. It will also make observing more meaningful and to established the concept of now two teachers working together in the classroom.
## General Information

<table>
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<tr>
<th>Subject</th>
<th>Grade</th>
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</table>

**Learner Profile:** Write a description of the class demographics: number of males, females, students on IEP or 504 plans, racial and ethnic background, ELL, gifted, academic or physical disabilities, and any other factors that might help you target your lesson to the learners in the class. **Include relevant student assessment data and add to it as your lessons progress.**

## Learning Goals

### Academic Learning Standard(s)

### Central Focus

### Learning Outcome

### Prior Learning

**Academic Learning Standard:** Write the exact wording for the appropriate content standard(s).

**Central Focus:** Narrow down your standard to the specific focus of this lesson that is developmentally appropriate for your students e.g. Identifying character traits to improve reading comprehension.

**Learning Outcome:** Define what the students will be able to do as a result of your lesson. It should be specific and measurable: identify who, what, when, and how. Example: At the conclusion of today’s lesson, students will create a three-frame comic strip and use each of type of end punctuation appropriately (period, exclamation point, and question mark) with 100% accuracy.

**Academic Language:** Identify content-specific words e.g. *perimeter*, instructional terms e.g. *analyze*, general vocabulary: *frenetic* to be taught in the lesson. These words should be used by both you and the students.

**Prior Learning:** Describe what prior content that has been taught. Example: In the last lesson, students learned how to measure the sides of an object accurately, which has now prepared them to find the area of an object.

## Instruction Delivery

### Introduction

**Introduction:** State the objective for your lesson to the students using developmentally appropriate language (oral and/or written). You should reinforce this objective throughout the lesson. Link this objective to the students’ background knowledge and/or experiences in motivating ways to “hook” the learners into your lesson.
**Activities/Procedures:** Describe in detail how you will teach your goal objectives and academic language and what methods you will use e.g. demonstration, lecture. Then describe what activities the students will do e.g. small group discussion, experiments. Your plans need to be detailed and clear enough for a substitute teacher to follow. Your methods and activities must be aligned with the goals of your lesson.

**Differentiation:** Think about the students who need more help and the ones who will grasp the material quickly. What will you do to enrich the learning for both groups? Here you might consider Bloom’s Taxonomy, Learning Styles, Tomlinson’s Tiering approach, Universal Design for Learning, and Multiple Intelligences. Also, be sure to include accommodations for students with specific learning needs including students who are gifted and students on IEPs.

**Learning Conditions:** List how the lesson will be delivered e.g. whole class, small group and any special circumstances: substitute teacher, new student, students on individual behavior plans, safety conditions for lab work etc.

**Materials:** Include all materials needed for your lesson: books, equipment, technology, student materials. Make sure these are organized and ready to use.

**Closure:** Describe how you will end your lesson by restating or reinforcing your lesson goals and encourage students to use this new learning in other contexts.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Formative</th>
<th>Summative</th>
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</thead>
<tbody>
<tr>
<td><strong>Formative:</strong></td>
<td>Describe how you will informally assess your students throughout the lesson (e.g., questioning, whole class responses). Keep in mind that you may need to adjust your plans based upon student feedback you receive.</td>
<td></td>
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<tr>
<td><strong>Summative:</strong></td>
<td>Be very specific about the final formal assessment you will use at the end of the lesson/unit to measure whether you have met your lesson goals. Attach the actual assessment if appropriate. This assessment may need to be modified for individual students. The information gained from your assessment should be used to provide feedback to your students and to guide your future lessons.</td>
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</table>

**Research**

As a teacher, you need to be able to connect theory into practice. Cite educational research that supports your instructional decisions. This could be in learning theory, instructional delivery, specific content area instruction or assessment. State how your lesson aligns with the research findings i.e. Rasinski found that repeated readings improve fluency which can have a positive effect on comprehension. I am having the students do multiple choral readings of a poem while teaching them how close attention to punctuation and key words will improve their fluency and comprehension.

<table>
<thead>
<tr>
<th>Reflections (Completed after the lesson)</th>
<th>Content</th>
<th>Delivery</th>
<th>Changes to improve this lesson</th>
<th>Next steps</th>
</tr>
</thead>
</table>

**Collect and record any assessment data from this lesson and use it to respond to these questions:**

**Content:** Write a reflection on whether the students understood the content of your lesson and if you achieved the goals of your lesson. Use your assessment data as evidence for this. What patterns of strengths and needs of the students do you see?

**Delivery:** Write a reflection of the way you delivered your instruction. Were the students engaged in learning? Did you need to change your plans based upon the students’ responses? What went well in the lesson? Could you have done things differently?

**Changes to improve the lesson:** If you taught this lesson again, what would you do differently?

**Next steps:** Based on the results of this lesson, what should be the central focus of your next lesson?
<table>
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<tr>
<th>General Info.</th>
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<tbody>
<tr>
<td>Subject</td>
<td></td>
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<tr>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>Learner Profile</td>
<td>Classroom: Guided Reading Group:</td>
</tr>
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</table>

**Candidate Name:** ____________________________________________ **Date:** ______________________

**General Information:** This section is used to identify the subject and grade you teach. It is also where you will place a description of the class makeup. Items such as total number of students, number of boys and girls, students with IEPs and the types of learning or behavioral issues should be added, and any other factors that might help you target your lesson to the learners in the class.

<table>
<thead>
<tr>
<th>Target</th>
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<tbody>
<tr>
<td>Common Core or Academic Content Standards</td>
<td>Lesson Focus:</td>
</tr>
<tr>
<td>Lesson Focus</td>
<td>Comprehension Strategy:</td>
</tr>
</tbody>
</table>
| Prior Learning | 1. List background knowledge and experience that is in place to help students access the meaning of this text.  
2. List features of this text that may make it difficult for students to access the meaning of this text. |
| Post Learning |  |

**Target:** This section is used to identify the specific content you plan to teach. Here you make your connections to the standards appropriate to your content area. Then you will identify specifically what you expect learners will know or be able to do as a result of the lesson. This must be a measureable objective. Also list IEP goals that are being addressed in this lesson (if any). Additionally, you should place this lesson into the context of their overall study. So, identify what the learners learned to get to your lesson and then where they will go after mastering your lesson.

**Wednesday **_________ **Lesson Number** ________ **Date** ________________

<table>
<thead>
<tr>
<th>Delivery</th>
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| Introduction or Hook | Title:  
Genre:  
Author/Illustrator:  
Introduction: |
| Activities/Procedures | Revisit Familiar Text:  
Connections:  
Word Work:  
Set Purpose for Reading: |
|                      | Response/Extend:  
Stopping/Teaching Points: |
### Thursday

<table>
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<tr>
<th>Introduction or Hook</th>
<th>Title:</th>
<th>Genre:</th>
<th>Author/Illustrator:</th>
<th>Introduction:</th>
<th>Level:</th>
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<tr>
<td>Delivery</td>
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<tr>
<td>Activities/Procedures</td>
<td>Revisit Familiar Text:</td>
<td>Connections:</td>
<td>Word Work:</td>
<td>Set Purpose for Reading:</td>
<td>Response/Extend:</td>
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### Friday

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<tr>
<th>Introduction or Hook</th>
<th>Title:</th>
<th>Genre:</th>
<th>Author/Illustrator:</th>
<th>Introduction:</th>
<th>Level:</th>
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<tbody>
<tr>
<td>Delivery</td>
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<tr>
<td>Activities/Procedures</td>
<td>Revisit Familiar Text:</td>
<td>Connections:</td>
<td>Word Work:</td>
<td>Set Purpose for Reading:</td>
<td>Response/Extend:</td>
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### Differentiation

### Learning Conditions

### Academic Language Used

**Delivery:** This is the action plan for your lesson. Think of this part as the script for your performance. First identify how you plan to “hook” the learners into your lesson. Make this as creative and exciting as you can. Then continue to develop your lesson plan in the procedures section. This should be developed enough so that anyone could use your plan and teach the class. Lastly, think about the students who need more help, and the ones who will grasp the material quickly. What will you do to enrich the learning for both groups. Here you might consider Bloom’s Taxonomy, Learning Styles, Tomlinson’s Tiering approach, and Multiple Intelligences. Also, be sure to include accommodations for students on IEPs.

Learning conditions include any classroom considerations that may apply. These might include classroom safety, such as laboratory procedures or rules for discussion that assure physical and emotional safety of students. **Remember that the lesson must move the learners toward the objectives stated above.**

**Academic language** refers to both the content area vocabulary (i.e. perimeter, photosynthesis, theme) and instructional language (i.e. cooperative groups, analyze, proof) that you will use in the lesson and expect your students to understand and use.
### Assessment

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<th>Formative Assessment</th>
<th>Summative Assessment</th>
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**Assessment:** How will you know if the learners are grasping the information as you teach and when you have completed the lesson? Identify the types of formative (while instruction proceeds) and summative (when instruction is done) assessments you will use. *Remember that the summative assessment must match the objectives stated above.*

### Research

**Research:** As a teacher, you need to be able to connect theory into practice. Cite educational research that supports your instructional decisions. This could be in learning theory, instructional delivery, specific content area instruction or assessment. State how your lesson aligns with the research findings i.e. Rasinski found that repeated readings improve fluency which can have a positive effect on comprehension. I am having the students do multiple choral readings of a poem while teaching them how close attention to punctuation and key words will improve their fluency and comprehension.

### Materials

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<thead>
<tr>
<th>Section</th>
<th>Technology</th>
<th>Links/Media</th>
<th>Resources</th>
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**Materials:** This section is your repository for all the tools you will need to teach your lesson. The first two sections are used for the electronic items you will need, the last is used for handouts, readings, etc. Be sure to include both instructional technology and adaptive technology needed for this lesson.

### Reflection

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**Reflection:** Professional reflection is a focus of Ashland University’s College of Education. Here is where you are to reflect on your teaching and determine what you did well, what needs improvement or modification. There is an area to reflect on your delivery of the specific content, an area to discuss the process you used, and a last one to add anything you feel needs to be stated.
Appendix G
ASHLAND UNIVERSITY • DWIGHT SCHAR COLLEGE OF EDUCATION
OFFICE OF FIELD EXPERIENCE AND INTERNSHIPS
COOPERATING TEACHER VERIFICATION DATA FORM (11/16)

Name:___________________________________________________ School Year:___________________ Semester: ☐ Fall ☐ Spring

License/Certification Area: _______________________________ Concentration(s): _______________ Grade Range: __________

Total Years Teaching Experience (Minimum 3 Yrs.): __________ Total Years in Current Position/Grade: ________________

Where did you complete your Bachelor’s degree: ______________ If you have an M.Ed. name the university: ______________

Present Teaching Assignment:

School District: ________________________________ Current Grade Level: ________ Subject(s) Teaching: _______________________

School Building: ___________________________________________ School Phone #: (                          )_______________

School Address: _________________________________________ City: ____________________________ Zip: _________________

School E-mail: __________________________________________ Other Contact # (optional): (                         )_______________

University Candidate: _________________________________ University Supervisor: ________________________________

Cooperating Teacher Signature: __________________________________________________ Date: ______________________

** Return to: The university supervisor.

Ashland Campus: 240 Dwight Schar Bldg., 401 College Ave., Ashland, OH 44805
Columbus Regional Program Center: 1900 E. Dublin-Granville Rd., Columbus, OH 43229
Elyria Regional Program Center, 1005 N. Abbe Rd., UC 105, Elyria, OH 44035
Objectives:
1. The goal of this assignment is to conduct an in-depth intervention field study with a child having sensory-motor issues.
2. Candidates will apply the knowledge about the individual characteristics between and among individuals with and without exceptional learning needs.
3. Candidates possess a repertoire of evidence-based instructional strategies to aid in the individualization of instruction.

Directions:
With the guidance and collaboration with your cooperating teacher, you will choose one Focus Child within the field classroom with at least one sensory-motor issue that affects learning, ideation, motor planning, or motor execution. This child may need extra assistance attending to directions, interacting with teacher and classmates, or a variety of other sensory-motor concerns.

1. You will need to obtain parental/guardian consent for working with this student.
2. Once parent permission is obtained, you will select one of the assessment checklists presented in class to use with your case study student.
3. You will create interview questions, and interview the cooperating teacher and other service providers depending on the supports the child is receiving (not all focus students are students on Individual Education Plans).
4. You will also observe the chosen student in action, and pay attention to the relevant behaviors for this Assignment. Use anecdotal recording techniques to report in writing what, how, when, where, and why the behavior occurs. Several observations with anecdotal notes are required.
5. Next, you will write a narrative of the sensory issue(s) that have been observed or reported.
6. After you gather all of the information, you will identify at least one sensory issue. You will work with your cooperating teacher on a plan to assist the child in their learning to be able to intervene on the identified sensory issue.
7. Once the sensory issue is identified, you will write and implement four lesson plans using the AU Standard Lesson Plan format.
8. Two lessons will be observed by the field supervisor, and two by the cooperating teacher. The lesson plans can be taught 1:1, small group, or whole class (defer to the collaborative consensus of you, your mentor teacher, and your field supervisor).
9. You will write a case study (usually 4 - 6 pages) on your case study student, which will include:
   - A written synopsis of the behaviors, observations, incidents, a summary of your observations, and what you choose as your strategy/strategies for supporting the student.
   - The reduction of the behavior, how you recorded the learning issue behavior, and
   - Most importantly, what was the impact of your intervention on the child’s learning.

Note: This written case study should comprehensively include:
- Charts/graphs/data collection sheets you created to measure the incidents of learning issue behavior.
- Journal entries reflecting your interactions and observations of your Focus Child. This should be written in narrative format.
- Background of your Focus Child (ie. physically and developmental milestones).
- Description of the classroom environment and the role it plays in the learning/sensory issues of the child.
- Reflections on how you were able to intervene and the role that your interventions played on the learning sensory issue of the child.
- Reflections on your role and collaboration with your mentor teacher.

A copy of the paper along with all charts/graphs/ data collection sheets and parental release forms with names removed will be submitted with your report.

REMEMBER: You should not include the actual name of any school, student, staff member, or family member in your report.
Objectives: The goal of this assignment is to do an in-depth field study of relational trust between you and a child with minor behavior issue(s), and to use a variety of positive guidance strategies to assist the child to self-regulate his/her behaviors.

- With your cooperating teacher’s guidance, you will choose a child in your field classroom having difficulty adjusting to preschool or having a minor behavior issue.
- This child may need extra assistance becoming social with other children. He/she may have difficulty following directions. Or have difficulty listening to the teacher. He/she may have difficulty with transitions, leaving his family member, or stopping an activity. He/she may want to cling to the teacher and not play with other children. This child may simply be new to the preschool classroom and need assistance in adjusting to the classroom environment. He/she may be academically developed, but socially or emotionally immature.
- All of the above minor behavior issues will qualify for your relationship study.
- You will observe and record the type of behavior you see and hear. Record what, how, when, where, and why the teacher assists the child to work through his/her actions.
- After a few observations, you will work with your mentor on a plan to assist the child in making the appropriate adjustments.
- Concluding this Assignment with a written synopsis of the incident(s), summarize your observations, what your interpretation is of the behavior, how you recorded each incident, what guidance strategies work or did not work with this child, and what impact you made to assist the mentor and assist in the child’s development.
- You will use your Building Positive Relationship and Child Guidance Strategy forms to be completed throughout the semester to be included with this paper. The forms, tally sheets, graph or chart and journal entries will give you an ongoing running record of the observations (antecedents), behaviors, and consequence (ABC form), and the impact you have made with the child’s behaviors throughout the semester.
- This paper will be 5 pages in length, double-spaced, and turned in electronically in Blackboard by due date.

In your written paper, you will: OUTLINE

- Give background information about the child (home life, anything your mentor has shared with you about this child, what you observed during your first few days) and his behavior issue(s) in the preschool classroom (point out if he has more than one behavior issue, and the one or two you chose to work with him).
- Describe the minor behavior issues the child experienced at the beginning of the semester.
- Summarize the relationship you developed with the child (your journal, the positive behavior field assignments, and any more specific interactions you have had with him/her – center, group time or individual encounters).
- Give a synopsis of how you developed the trusting relationship with him/her.
- Explain what you did to assist the child in making the changes in the minor behavior issues.
- Describe how the changes have assisted him/her to develop appropriate social and emotional behaviors in this preschool classroom.
- Define the different guidance strategies you used with the child – use the guidance strategies from the beginning of the semester (Rogerian, etc.), and refer to the direct and indirect guidance strategies.
- After defining a specific guidance strategy, explain in depth how you used this strategy with your child, and how he/she responded to this strategy.

This Field Study of Relationships and Child Guidance should assist you in understanding the importance of building a positive and trusting relationship with every child to maximize the child’s positive experience in a classroom environment.

- You will include five (5) different references to support this paper (i.e. books, journal articles, or online resources (research) describing a behavior issue (look up the behavior – shouts out during circle time and read and site this information), and any studies for developing trusting relationships or child guidance strategies (we’ve had several this semester). You have a membership to NAEYC. Go to the site and search for any information about guidance, classroom management, behavior issues in the preschool classroom, etc.).

The last page will be your reflection on this assignment.

This Relationship Study will be applied to the Relationship Study/Guidance assignment for Preschool Lab (268) course. You will be graded for this paper for 265, but you will also use it to feed into the analysis portion for 268, where you will add the charts and graphs to show how your relationship with the child has made a difference in his/her behavior(s) and whether his/her social competence has changed.
Dear Cooperating Teachers & Supervisors,

First of all, THANK YOU for your willingness to host an Ashland University student this semester. This is your AU student’s literacy block for early childhood education. Below are important dates as well as assignments that each student will be required to teach during their placement in your classroom. It is the Ashland Candidate’s responsibility to arrange “specific dates” for their work but hopefully this glance at the expectations will be of help to you. The Ashland University Candidate will be in your classroom each Wednesday-Thursday-Friday from 8:30-11:30 a.m. Each AU candidate will be assigned a University Supervisor that will visit your classroom and assist you with the candidate.

Running Records
Supervisors will observe candidate complete a RR on one student of their/your choosing. This is to prepare them to complete RR’s on all of the students in their Guided Reading group when those groups are intact. This RR assignment will not involve the Cooperating Teacher directly but is listed here so you are aware that the supervisor will be in your classroom to observe this requirement/practice session.

Interactive Reading Aloud (IRA)
Candidate will teach one whole class IRA. Your suggestions will be helpful.

Midterms
Midterms will be completed with candidate, Cooperating Teacher, and Supervisor.

Guided Reading Groups
Teacher candidates will teach 12 GR groups which will be taught three days per week for four weeks. Cooperating Teachers and Supervisors will start receiving candidate’s lesson plans. These LP need to be electronically submitted to you by noon each Sunday.
Purpose and General Description
The purpose of this Assignment is to enhance your knowledge and application of positive behavioral supports, functional assessment, and positive intervention strategies. You will be required to work with a child/adolescent who has challenging behavior, select one challenging behavior through a functional assessment, suggest a positive replacement behavior, and develop a behavioral intervention plan. You will research positive intervention strategies and choose appropriate strategies based upon the individual needs of the child/adolescent. You will learn different data collection procedures and will be able to apply the best procedure based upon the student’s behavioral needs as well as interpret the results.

Part 1: View of Behavior
Consider your opinions and biases about behavior by responding to the following questions. Include examples and descriptions to support your statements.

1. Describe your view of appropriate classroom behavior.
2. Describe your view of inappropriate classroom behavior.
3. What past experiences impact your idea of appropriate or inappropriate behaviors?
4. What beliefs or values do you hold that influence your perspectives on behavior?
5. What assumptions do you make when interacting with others relative to behavior?
6. What expectations do you hold relative to the behavior of teachers?
7. What expectations do you hold relative to the behavior of students in the classroom?
8. How do your feelings and mood impact your perspectives on behavior?

Part 2: Positive Behavioral Supports
Refer to the online materials at [www.pbis.org](http://www.pbis.org) to learn more about positive behavioral supports. Reflect on the school environment’s level of commitment to offering a setting reflective of positive behavioral supports. Address the following areas:

1. Can at least 80% of the students tell you what is expected of them and give specific behavioral examples?
2. Ask a few of the students in your setting.
3. Do positive adult-to-student interactions exceed the negative? Ratio should be 6-8 positive interactions for every negative interaction. Observe and keep count.

Consider the following ideals for the classroom and/or school setting, and provide evidence in support of your conclusions.

Address the following:

A. Is there a common *purpose and approach* to discipline?
B. Is there a clear set of positively stated expectations for behavior?
C. Are there procedures for teaching the expected behaviors?
D. Is there a continuum of procedures for encouraging appropriate behavior?
E. Is there a continuum of procedures for discouraging inappropriate behavior?
F. Are there procedures for on-going monitoring and evaluation?
G. Is there adequate adult supervision?
H. Are students redirected for minor incidents, and are preventative reminders provided when needed?
Part 3: Functional Assessment
Complete a functional assessment for the student you have selected. You must include both interview and observation components. Make sure you have the signed consent form before you begin. Use a pseudonym for any name used on all forms and your paper except for your own name.

Adult & Student Interviews
Interview one adult (teacher, paraprofessional, parent, etc.) and the student you are working with for this Assignment. In the interviews, you will most likely need to rephrase the questions or use probing questions to solicit more in-depth information.

Checklist & Observation
You will complete the Motivation Assessment Scale for your checklist and the Antecedent–Behavior–Consequence (ABC) form for your observation.
- Complete the Motivation Assessment Scale form. You may complete this on your own if you know the student well or you may solicit feedback from educators or the family.
- Use the ABC form to record the data you are collecting during your observation. Observe the student’s behavior and interactions for at least 20 minutes. Record what you actually see happening; do not include feelings or why you think the student, teacher, or classmates are behaving a certain way.
- Review the data you have collected from the interviews, observation, and checklist. Your goal is to better understand what the student is communicating through the challenging behaviors you observe.

Hypothesis
- Between all of the assessments, what is your hypothesis of the function of the student’s behavior?

Part 4: Target Behavior
Now that you have collected and analyzed your data to create a hypothesis of the function of the student’s behavior, you will select and define a specific target behavior. Once you have defined the behavior, you will be able to select an appropriate data recording method.

Answer the following questions in paragraph form:
1. Identify the problem behaviors you are seeing. Next, identify one problem behavior that is more significant than the other behaviors you observed (the target behavior).
2. Identify a replacement behavior for the target behavior and explain your rationale.
3. Suggest a data recording method that would be appropriate to measure the target behavior. Explain why you chose this method.

Part 5: Baseline Data Collection
You will collect baseline data, graph your results, and write a behavior objective for the student. Set up a chart for recording the data based on the data recording method you selected. Collect data using your chart. You need a minimum of 3 observations in order to have enough data to see a baseline trend. Graph the results and include a line or bar graph in your paper.
1. Write a complete behavioral objective for the student to demonstrate the new replacement behavior. In your objective (often a sentence long), include the learner, condition, target behavior, criteria, and timeline.
2. Does the data graphed match your behavioral objective? (Think about the behavior you are measuring, the data collection method, and the criteria.)
Part 6: Behavior Intervention Plan
Using what you have learned about the student and positive behavioral supports, you will create a behavior intervention plan for the student.

Respond to the following in paragraph form:
1. Identify what reinforces the student (positive, negative, or sensory reinforcement) and how you know this information.
2. Identify and describe two research-based interventions that can be used to increase the positive replacement behavior.
3. Describe what techniques and interventions you plan to use. Include specific ideas about reinforcement and skill development. Emphasize the positive (rather than punitive) approaches of your program to facilitate new skill development.
4. Describe in detail how you will teach the intervention skill to your student.

Part 7: Intervention Implementation and Data Analysis
Implement the intervention program you have designed.
1. Use the data collected to generate a graph of the results and the baseline data. Include your graph in your paper. You will need a minimum of 12 data points.
2. Analyze and evaluate the behavior intervention plan. Write one or more paragraphs about the effectiveness of the program and any needed adjustments.
   1. Was the program successful?
   2. Should the program be continued as is, discontinued, or modified? What changes would you make?
   3. What should happen for the student(s) in the future?

Part 8: Reflection
Reflect upon your intervention plan and address the following questions in paragraph form.
A. What are the strengths and possible weaknesses of your intervention plan?
B. What have you learned/experienced about the role of a student’s behavior (in general) as a vehicle for communication?
C. How has this experience impacted your classroom management philosophy? Include your perspective on individualized behavioral support plans such as this one.
D. How will you use behavior management techniques to create a supportive and effective learning environment?
E. What are your professional goals regarding classroom management? What strengths and weaknesses regarding classroom management do you have that you need to consider as you strive to reach your goals?
NOTE: All Ashland University candidates must work with a student with a disability between the ages of 14 - 21.

Part 1:
The candidate, and their mentor teacher, will identify a student to work with for this Assignment. The candidate must seek out written Informed Consent from the Parent/Guardian of the student, the student and the mentor teacher. Once the candidate has obtained Informed Consent, using your knowledge of Transition Assessment, the candidate will identify areas of interests for potential entry-level employment. Candidates may, and are encouraged to use the state approved website for career pathways: https://jobseeker.k-12.ohiomeansjobs.monster.com/seeker.aspx

Based on the transition assessment information gained, the candidate will collaborate with their student and review the assessment information. Once an area of interest is identified, the candidate will interview a potential employer in specific entry-level job that may be appropriate for a student who has a mild, moderate, or intensive disability. Please note you are not responsible for the student gaining this job. The candidate is using the information they provided for this portion of the assignment.

Candidates will submit: Brief student background Transition Assessment results Identified area(s) of interest Reflection of collaboration with student after reviewing their transition assessment results.

Job Description (Part 2a)
In the written report, the candidate will complete a written report of the job including the following criteria:
   A. Physical Strength and Dexterity
   B. Social Skills
   C. Educational/Skill Levels
   D. Job Duties
   E. Other Personal Traits Required

Employer Reactions (Part 2b)
The candidate will submit a written report, document, react and reflect on the employer’s reactions to whether a person with a disability could handle the job, how much training a new employee would receive, what the possibilities are for the advancement, and what the most common reasons are for employees to quit or reasons for termination.

Candidates will submit: Written report for sections 2a and 2b

Living Environment (Part 3)
The candidate, in collaboration with their student, will apply information gained to choose a living environment that is a reasonable expectation for an individual with a disability holding the job discussed above in parts 1 and 2. In a written report, the candidate will research, identify and describe the living environment including all the factors listed below. For each of the factors, explain the uniqueness you see as important in determining the competencies necessary for independent living.

Describe the living environment using the following:
   A. Geographic area of the United States (local, state, or region)
   B. Characteristics of the environment that make it urban, suburban, or rural
   C. Type of living environment is an apartment, single family home or group home
   D. Describe the location of the housing in relation to the potential workplace

Candidates will submit: Written report for part 3
Budget (Part 4)
The candidate will design a thorough budget for a person holding the job you have described and demonstrate how/if a person with such employment can afford the housing you have identified. Budgeted items must include these areas: income, housing, food, transportation, clothing, savings, entertainment, health insurance, taxes, utilities, phone and other items as needed. The budget designed by the candidate should be as detailed and realistic as possible based upon the information gleaned from their student. After the budget has been designed, the candidate will share it with the student and reflect on their collaborative conversation.

The candidate will submit: Completed budget Reflection of Collaborative Conversation of budget with their student

Transition Plan (Part 5)
The candidate will complete Sections 4, 5 and 6 of the Ohio IEP form for their student. They will work in collaboration with their mentor teacher. These sections of the IEP are only for university coursework, not the student’s IEP. The candidate will gain and apply transition assessment from their student, teachers, and parent(s) if available. Additionally, the candidate may also interview other individuals who are stakeholders with this student. Reminder, the candidate will have to obtain Informed Consent, as applicable. You will upload the consent form as part of your Assignment. You must use pseudonyms for any names of students and families.

The candidate will submit: Ohio IEP Form, Sections 4 (Transition Assessment Statements), 5 (Transition Services Page with Activities), 6 (Annual Goal page related to Transition Service needs)

Reflection (Part 6)
The candidate will reflect on the Assignment as a whole. The candidate will reflect this experience and respond to the following prompts.

1. Do you feel that your community is receptive to hiring individuals with disabilities?
2. Are there many job openings for individuals in your community who have disabilities? Are there more full-time or part-time jobs? Do many of the part-time or full-time jobs offer benefits?
3. What surprised you when providing information regarding creating an expected budget?
4. How realistic is it for an individual with a disability in your community to live independently?
5. After completing the Assignment, how would you adjust your current academic curriculum to reflect what students need to live and work in your community?
6. Explain at least three ways that families can impact students with disabilities in the transition process. Describe and discuss at least 3 collaboration activities with families, educators, related service providers, and personnel from community agencies that are appropriate for transition planning. Include any cultural issues that may need to be addressed.

Final Presentation
The final presentation will be a short oral presentation to the class about the Job and Living Environment Assignment. You will create a handout to briefly describe the job, employer’s reactions, living environment, budget, transition plan, and your reflection. In your presentation, you will briefly describe the most important/interesting findings from your experience, what you have learned, and how it will impact your work with students with disabilities and their families.

The candidate will submit: Assignment Reflection Presentation  **Do not include the form or the names of family members in any written or oral report - please use pseudonyms.**
The Education 417 Field Experience has been designed to provide Ashland University students who are seeking licensure in Early Childhood Education (PreK-3) or Early Childhood Intervention Specialist (PreK-3) with classroom experiences with children who have mild or moderate learning needs.

During this field experience, students will enhance their teaching skills through the planning and implementation of content area, lessons plans (math, science, and social studies). Students are also expected to plan and implement lesson plans that will accommodate the special learning needs of children within their classroom.

**Student Requirements**
- Assignment to a “focus child”
- Completion of an in-depth study of the focus child
- Review assessment information
- Review IEP goals and objectives of the focus child
- Develop specific goals directly related to the focus child’s needs
- Develop awareness of child’s special programs
- Develop and implement an intervention based on the focus child’s needs
- Complete additional field assignments
- Teach lessons based upon curricular content areas of math, science, and social studies
- Lesson plans should be differentiated to meet the needs of all children in the class

**Cooperating Teacher Responsibilities**
- Serve as a mentor to the assigned AU student
- Approve lesson plans prior to implementation
- Provide constructive feedback to student
- Complete a midterm and final evaluation
- Assign a “focus child” to student
- Assist student with acquiring parental consent to work with child
- Provide pertinent information regarding goals and objectives of the assigned focus child
- Assist student in the identification of a pertinent topic for the integrated curriculum Assignment
- Periodically meet with the university supervisor to discuss student progress

**Courses Aligned with the 417 Field Experience**
- EDEC 363 Elementary Math Curriculum & Methods
- EDEC 369 Assessment and Evaluation
- EDEC 403 Early Intervention & Integration
- EDEC 445 Curriculum Methods / Early Childhood Science & Social Studies
Appendix I
ASHLAND UNIVERSITY • DWIGHT SCHAR COLLEGE OF EDUCATION
OFFICE OF FIELD EXPERIENCES AND INTERNSHIPS
Field Experience Outline (05/17)

Sophomore Fields
Field Experience Outline

For an electronic version of this outline, please go to https://www.ashland.edu/coe/fieldExperiences and Internships-field forms and click on Field Placement Internship Handbook – Appendix I.

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Sophomore Field Project Guidelines

**Letter of Introduction to the Cooperating Teacher & Parents**

Write a letter of introduction (format of a cover letter) to your cooperating teacher. Introduce yourself and thank her/him for having you in their classroom. Briefly mention your qualifications, experiences, and other pertinent information. Adapt your introduction letter to address parents. Consult with your cooperating teacher before sending the letter home with students. Make sure to provide a copy of each letter to your supervisor. You are not required to submit a copy of your resume to your supervisor/cooperating teacher; however, you should start working on building a resume, since you will be required to submit a copy of your resume when you apply for student teaching/ internship.

**First Impression Paper**

This paper should be written in a narrative format.

1. Based on your first day in the field, provide your first impressions based on the prompts below.
   a. I wonder about...
   b. I am concerned about...
   c. I was happy to see/learn...
   d. I hope that...
2. What general impressions do you have of the demographics of this school district and the students who attend?
3. What is (or is not) being done to make this welcoming place for students?

**Ohio Resident Educator Program – Data Measures Inventory for the Classroom**

Use your District Report Card - [http://reportcard.education.ohio.gov/Pages/default.aspx](http://reportcard.education.ohio.gov/Pages/default.aspx). Collaborate with your cooperating teacher to complete the Data Measures Inventory for your classroom. If you teach in multiple classes please select only one on which to focus.

**Reflection using the Teacher Performance Evaluation Rubric**

You are to review the OTES Teacher Performance Rubric, evaluate your skills and determine the category in which you fall (ineffective, developing, skilled, and accomplished). Please note that experienced teachers, sometimes fall in the skilled category and sometimes they visit developing and sometimes they visit accomplished. This tool is to help you evaluate your teaching skills and allow you to reflect on areas that need improvement.

You are to include evidence demonstrating what you have done for each of the standards you decide to address in your reflection. Please note that you are not required to address all standards in one semester. In your last reflection of the semester, explain the standards that you did not address and clearly explain why you did not address them in your reflection and what steps you should take to become more familiar with them in the future. You will be required to share your last reflection with your supervisor during your next field experience.

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**Formal lessons Observed by the Supervisor**

Lessons will be evaluated based on process and delivery. Teacher candidates must provide the supervisor & cooperating teacher with timely delivery of lesson plan for review prior to teaching. The lesson taught should be organized and meaningful to the students. Student outcomes should be aligned to standards and assessments should be put in place to check for understanding. After the lesson is taught and observed by the supervisor, the teacher candidate should reflect on the lesson and submit both the finalized lesson plan and reflection to the supervisor. Instructional resources are available here: [http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/Instructional-Resourcesfor-Teachers-of-Diverse-Le](http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/Instructional-Resourcesfor-Teachers-of-Diverse-Le)

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Reflect on the data you collected using the Ohio Resident Educator Program – *Data Measures Inventory* and write a reflection paper, in a narrative format, stating how you addressed diversity in your field experience.
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**Orientation Paper**

This paper should be written in a narrative format.

1. Conduct an informal interview with your cooperating teacher and ask the following questions:
   a. What can you tell me about the students in your class?
   b. What types of diversity are represented by the students in your class?
   c. What range of abilities?
   d. How are students with disabilities served?
   e. Do you have a specific curriculum guide or course of study for your subject or content area?
   f. What state standards are you required to follow for your subject?
   g. Do you use any particular grouping plans and, if so, how are they developed?
   h. May I have a copy of your day schedule to share with my supervisor?
   i. What can I do to best prepare myself for teaching in your classroom?
   j. What classroom management strategies do you use?

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Orientation Paper

This paper should be written in a narrative format.

1. Conduct an informal interview with your cooperating teacher and ask the following questions:
   a. What can you tell me about the students in your class?
   b. What types of diversity are represented by the students in your class?
   c. What range of abilities?
   d. How are students with disabilities served?
   e. Do you have a specific curriculum guide or course of study for your subject or content area?
   f. What state standards are you required to follow for your subject?
   g. Do you use any particular grouping plans and, if so, how are they developed?
   h. May I have a copy of your day schedule to share with my supervisor?
   i. What can I do to best prepare myself for teaching in your classroom?
   j. What classroom management strategies do you use?

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**Assessment Paper**

1. Respond to the following items in a narrative format and include evidence:
   a. What type of assessments your cooperating teacher uses during this placement?
   b. What types of assessments listed did your cooperating teacher rely on most often?
   c. If you have students with disabilities in your classroom, ask your cooperating teacher is a differentiated assessment is used for this particular student.
   d. Include a copy of your cooperating teacher’s daily schedule.
   e. Include a formal and an informal assessment sample you administered during this placement. Explain how you used these assessments.

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Field Experience Outline

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Lessons will be evaluated based on process and delivery. Teacher candidates must provide the supervisor & cooperating teacher with timely delivery of lesson plan for review prior to teaching. The lesson taught should be organized and meaningful to the students. Student outcomes should be aligned to standards and assessments should be put in place to check for understanding. After the lesson is taught and observed by the supervisor, the teacher candidate should reflect on the lesson and submit both the finalized lesson plan and reflection to the supervisor. Instructional resources are available here: [http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/Instructional-Resourcesfor-Teachers-of-Diverse-Le](http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/Instructional-Resourcesfor-Teachers-of-Diverse-Le)

**Diversity Reflection**

Reflect on the data you collected using the Ohio Resident Educator Program – *Data Measures Inventory* and write a reflection paper, in a narrative format, stating how you addressed diversity in your field experience.
## Field Experience Outline (05/17)

### Internship (7 weeks with Impact on Student Learning)

Field Experience Outline

For an electronic version of this outline, please go to [https://www.ashland.edu/coe/ field Experiences and Internships-field forms and click on Field Placement Internship Handbook – Appendix I.](https://www.ashland.edu/coe/ field Experiences and Internships-field forms)

Assignments/Assignments will be due at the time specified. If you are having difficulty completing a Assignment for any reason, please discuss it with the university supervisor prior to the due date. Education courses where the **final grade is lower than a C-must be repeated.** Students under the Fall 2017 catalog will follow the new requirement (education courses where the **final grade is lower than a C must be repeated**). Please note that supervisors will not evaluate the OTES rubric for this field. This will be covered by the EDFN 402/EDIS 405 course that runs with Student Teaching/Internship.

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100* Supervisors will add total score for both 7 week sessions and divide by 2 to determine final grade.

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Write a letter of introduction (format of a cover letter) to your cooperating teacher. Introduce yourself and thank her/him for having you in their classroom. Briefly mention your qualifications, experiences, and other pertinent information. Adapt your introduction letter to address parents. Consult with your cooperating teacher before sending the letter home with students. Make sure to provide a copy of each letter to your supervisor. You are not required to submit a copy of your resume to your supervisor/cooperating teacher; however, you should start working on building a resume, since you will be required to submit a copy of your resume when you apply for student teaching/internship.

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Use your District Report Card - [http://reportcard.education.ohio.gov/Pages/default.aspx](http://reportcard.education.ohio.gov/Pages/default.aspx). Collaborate with your cooperating teacher to complete the Data Measures Inventory for your classroom. If you teach in multiple classes please select only one on which to focus.

Formal lessons Observed by the Supervisor

Lessons will be evaluated based on process and delivery. Teacher candidates must provide the supervisor & cooperating teacher with timely delivery of lesson plan for review prior to teaching. The lesson taught should be organized and meaningful to the students. Student outcomes should be aligned to standards and assessments should be put in place to check for understanding. After the lesson is taught and observed by the supervisor, the teacher candidate should reflect on the lesson and submit both the finalized lesson plan and reflection to the supervisor. Instructional resources are available here: [http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/Instructional-Resourcesfor-Teachers-of-Diverse-Le](http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/Instructional-Resourcesfor-Teachers-of-Diverse-Le)

Diversity Reflection

Reflect on the data you collected using the Ohio Resident Educator Program – Data Measures Inventory and write a reflection paper, in a narrative format, stating how you addressed diversity in your field experience.

Impact on Student Learning Assignment

This assignment will be performed by the teacher candidate following the Assignment guidelines with guidance from the supervisor, and assistance from the cooperating teacher. The teacher candidate needs to meet the assignment outcomes and they must consider the supervisor’s and cooperating teacher’s recommendations. The teacher candidate can be allowed to revise and re-submit at the discretion of the supervisor. Please read the Assignment description and rubric.

Suggestion of format:

1. Page one – Title page (include your name, goals, school, grade level, and date of completion)
2. Page two – Preview of your goals, how do you plan on accomplishing goals, and why you selected these goals
3. Page three – Copies of blank assessment documents
4. Page four – Pre-assessment results
5. Page five – Post-assessment results
6. Page six – Comparison of pre-and post-assessment results, showing changes in academic results
7. Page seven – Reflection (discuss the outcomes of your goals, include documentation that support the results, and discuss what went well and what did not work)
8. Appendix L – This section should include lesson plans and student work samples (make sure to remove all student names). Make sure to organize this section by including work sample with corresponding lesson plans.
Internship (7 weeks without the Impact on Student Learning) Field Experience Outline

For an electronic version of this outline, please go to https://www.ashland.edu/coe/fieldExperiences and Internships-field forms and click on Field Placement Internship Handbook – Appendix I.

Assignments will be due at the time specified. If you are having difficulty completing an Assignment for any reason, please discuss it with the university supervisor prior to the due date. Education courses where the final grade is lower than a C must be repeated. Students under the Fall 2017 catalog will follow the new requirement (education courses where the final grade is lower than a C must be repeated). Please note that supervisors will not evaluate the OTES rubric for this field. This will be covered by the EDFN 402/EDIS 405 course that runs with Student Teaching/Internship.

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8. Appendix L – This section should include lesson plans and student work samples (make sure to remove all student names). Make sure to organize this section by including work sample with corresponding lesson plans.
Teacher candidate must complete this form, return the original to the supervisor and give a copy to the building principal and cooperating teacher. Please note that this information will be made available to all appropriate people.

The school district may also require the teacher candidate to complete their emergency medical authorization form to keep on file during the field/internship experience.

Teacher Candidate’s Name:___________________________________________ Course #:_______________

School Building: ______________________ School District: _______________________

Cooperating Teacher’s Name:___________________________________________ Grade Level: __________

Principal’s Name: ______________________ School Phone: (_____ ) -___________

IN CASE OF AN EMERGENCY, PLEASE CONTACT:

1. Name: ______________________ Phone Number: (_____) -___________
   Address: ______________________ City: ______________________
   Relationship: ______________________

2. Name: ______________________ Phone Number: (_____) -___________
   Address: ______________________ City: ______________________
   Relationship: ______________________

3. University Supervisor: ______________________ Phone Number: (_____) -___________

Signature of Teacher Education Candidate: ___________________________________________

Office of Internship and Field Experiences:
Ashland/Main Campus 419-289-5837
Columbus Regional Program Center 614-794-0803
Elyria Regional Program Center 440-366-4060
Appendix K
ASHLAND UNIVERSITY • DWIGHT SCHAR COLLEGE OF EDUCATION
OFFICE OF FIELD EXPERIENCES AND INTERNSHIPS

Student Data Assessment to Document Impact on Student Learning (11/16)

Impact on Student Learning Assignment

NAEYC Standards Addressed:  
1: Promoting Child Develop. and Learning.  
2: Building Family and Comm. Relationships  
3: Observing, Documenting, and Assessing  
4: Using Develop. Effective Approaches  
5: Using Content Know to Build Curriculum  
6: Becoming a Professional.  

ECSE Special Education Standards Addressed:  
1: Learner Develop. and Indiv. Learning Diff.  
2: Learning Environments  
3: Curricular Content Knowledge  
4: Assessment  
5: Instructional Planning and Strategies  
6: Collaboration  

AMLE Standards Addressed:  
A1: Young Adolescent Development  
B2: Middle Level Curriculum  
B3: Middle Level Philos. and School Organ  
C4: Middle Level Instruction and Assessment  

CEC Special Education Standards Addressed:  
1: Learner Develop and Indiv. Learning Diff.  
2: Learning Environments  
3: Curricular Content Knowledge  
4: Assessment  
5: Instructional Planning and Strategies  
6: Professional Learning and Ethical Practice  
7: Collaboration  

Overview of the Internship Assignment

GOALS for this assignment: The Teacher Candidate, during their internship field experience, will identify a student or group of students to demonstrate impact on student learning by:

- Identifying content, topic, skills, knowledge, and/or strategic actions for instruction;
- Selecting an appropriate Ohio learning standard;
- Administering an approved pre-assessment to establish baseline data;
- Analyzing data from pre-assessment to identify strengths and needs of student(s);
- Writing a goal based on the data from the pre-assessment;
- Using pre-assessment data to plan a series of connected lessons over time (12 to 15 Recommended); establishing checkpoints to monitor student progress;
- Adjusting, revising, and refining instruction based on analysis of ongoing monitoring assessment;
- Administering post assessment at the end of the series of connected lessons;
- Analyzing post assessment to identify growth/changes in student learning;
- Interpreting data by preparing a graph, chart, tables, and/or appropriate formats to establish evidence of growth/changes in student learning;
- Using research theory and/or theorists to support your work throughout;
- Discussing findings using evidence from pre and post assessments with university; and
- Supervisor/cooperating teacher to document impact of their instruction on growth/changes in student learning.
DIRECTIONS FOR IMPACT ON STUDENT LEARNING ASSIGNMENT

It is the responsibility of the College of Education to provide teacher education programs that train pre-service teacher candidates to make a positive impact on K-12 students. This Assignment is used to measure the effectiveness of pre-service teacher candidates in planning, implementing, assessing, and reflecting on instruction for K-12 students in order to demonstrate K-12 students’ growth. Success for the Teacher Candidate Assignment will be measured by a score of Meets or Exceeds Expectations on the Student Data Assessment to Document Impact on Student Learning Rubric. Complete this assignment during your student internship according to the following instructions:

PRE-ASSESSMENT and PLANNING: After at least one week in your internship, and at least one lesson taught, identify, with the help of your cooperating teacher and/or university supervisor, a class or group of students with whom you want to complete your unit of study. Select a topic or area from core standards or the appropriate content standards for your teaching assignment to focus at least 12 instructional sessions (recommended 12 to 15 connected lessons). Determine whether you will target the class/group for improvement in content, skills or strategies.

1. Administer an approved pre-assessment and/or diagnostic assessment protocol to establish baseline data. These could be teacher-made or commercially made pre-tests, student work samples graded with a standardized rubric, formal/informal reading inventories, math inventories etc. but there must be objective, numerical data collected to establish what your students know and are able to do. After an analysis of the data collected from one or more of the above sources, write a goal for your targeted group of students. The assessment data may be collected for all students; however, it must be collected and analyzed with your group of targeted students with diverse abilities.

EXAMPLE: Students in my 5th grade math class will add and subtract fractions, including mixed numbers, with unlike denominators after participating in twelve 45-minute instructional periods. A gain in student scores on a 20 item test will increase from the baseline average test score of 13/20 (65% accuracy) to 18/20 (90% accuracy) as the average post assessment test score.

2. Plan and implement lesson plans to support student learning using research based best practice instructional strategies. The amount of time spent may vary by grade level and subject but this should be a series of connected lessons taught over enough time as you monitor and document value-added growth for all students to complete this assignment.

3. Write a narrative reflecting on each of the following prompts:
   - Cite evidence of what the students know, what they can do, and what they are learning to do in regards to your Assignment Learning segments.
   - How did this prior learning and understanding of the students’ development aid you in your planning?
   - Describe and justify why your instructional strategies and supports are differentiated and appropriate for all students, citing research theories and theorists to support your instructional decisions and planning.
   - Discuss how your plan differentiates for the special needs students such as those on IEP’s or 504 plans, English language learners, and students at different developmental stages.
   - Describe how you planned for formal and informal assessments throughout.
UNIT DELIVERY:
4. Teach a series of connected lessons (recommended 12-15) using Ashland University lesson plan form. Ongoing monitoring of student progress must be included in your planning. Use ongoing data to revise and refine your lessons. Record these results and adjust your instruction based upon this new information using research theories and/or theorist to support your decisions.

SUMMATIVE ASSESSMENT AND REFLECTION:
5. At the end of the series of connected lessons, administer your final assessment of the students using an approved post assessment protocol aligned with your pre-assessment/diagnostic protocol. Analyze the results of this final assessment. Compare the pre and post assessment to determine changes in student knowledge, skills, and/or strategies.

6. Create a graph, chart, table, and/or other appropriate formats to present your quantitative data and explain the impact your instruction had on student learning. Discuss this with your cooperating teacher and university supervisor.

7. At the end of the assignment write a reflection addressing the results of the pre/post assessment for your targeted students. Include how effective the unit was for all participants, analyze the data citing specific examples, suggest strengths and weaknesses of the unit, and what you might have done differently in its delivery.

8. The following artifacts should be included in your Notebook of Evidence:
   a. Pre and post assessment protocols.
   b. Evidence of ongoing assessment with the targeted group of students (Examples: work samples, quizzes, anecdotal notes, informal or formal assessments, etc.).
   c. Student work samples.
   d. Lesson plans for the series of connected lessons for the specified time.
   e. Data analysis.
   f. Graph, chart, table, and/or other appropriate formats to present your quantitative data.

9. The Teacher Candidate will schedule a conference with the university supervisor to present the artifacts and to discuss the Impact on Student Learning Assignment.
# Appendix L

**ASHLAND UNIVERSITY • DWIGHT SCHAR COLLEGE OF EDUCATION**

**OFFICE OF FIELD EXPERIENCES AND INTERNSHIPS**

**Student Data Assessment to Document Impact on Student Learning** *(11/16)*

**Assignment Assessment: Impact on Student Learning**

Intern’s Name: ___________________________________________________________ ID #:__________________

**Rubric for this Assignment**  
Note: If an item impossible to observe for a valid reason, please leave item blank. Do not use “Does Not Meet Expectations (0 points)” or write in “N/A”.

<table>
<thead>
<tr>
<th>Exceeds Expectations (3 pts)</th>
<th>Meets Expectations (2 pts)</th>
<th>Emerging (1 pt)</th>
<th>Does Not Meet Expectations (0 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides all needed source(s) of data, including IEPs, when appropriate.</td>
<td>• Provides all needed source(s) of data, including IEPs, when appropriate.</td>
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<td>• Provides all needed source(s) of data, including IEPs, when appropriate.</td>
</tr>
<tr>
<td>• Identifies students’ strengths and needs completely, including those with disabilities.</td>
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<tr>
<td>• Provides valid and reliable data.</td>
<td>• Provides valid and reliable data.</td>
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<td>• Provides valid and reliable data.</td>
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<tr>
<td>• Provides dates for all data samples.</td>
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<tr>
<td><strong>B. NAEYC- 4: Using Develop. Effective Approaches / ECSE- 2: Learning Environments / CEC- 2: Learning Environments and 5: Instructional Planning and Strategies / AMLE- B2: Middle Level Curriculum and B3: Middle Level Philos.and School Organ</strong></td>
<td></td>
<td>• Data analysis fully establishes strengths and needs of student(s), including those with disabilities.</td>
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</tr>
<tr>
<td>• Selects appropriate state learning standard(s) and/or extended standard(s) for instruction.</td>
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</tr>
<tr>
<td>• Identifies research based strategies to maximize student learning opportunities.</td>
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</tr>
</thead>
<tbody>
<tr>
<td>C. NAEYC- 5: Using Content Know to Build Curriculum / ECSE- 3: Curricular Content Knowledge / CEC- 3: Curricular Content Knowledge / AMLE- B2: Middle Level Curriculum</td>
<td>• Completely aligns with state learning standard(s) and/or extended standard(s). • Identifies who, what, when and how goal will be achieved. • Baseline data uses expected outcomes and quantifiable data; AND Can explain why this goal is important to this group of students considering prior knowledge and future instruction.</td>
<td>• Limited alignment with state learning standard(s) and/or extended standard(s). • Unclear details about who, when, what, and/or how goal will be achieved; OR Some baseline data is missing and/or outcomes are not fully identified.</td>
<td>• Some alignment with state learning standard(s) and/or extended standard(s). • Identifies who, what, when, and how goal will be achieved but some detail is not fully described and/or how goal will be achieved is present, but could be detailed more fully. • Baseline data uses expected outcomes but data is not fully quantifiable or clearly presented.</td>
</tr>
<tr>
<td>D. NAEYC- 3: Observing, Documenting, and Assessing / ECSE- 4: Assessment / CEC- 4: Assessment / AMLE- C4: Middle Level Instruction and Assessment</td>
<td>• Baseline data used to make instructional decisions. • Instruction aligned with state learning standard(s) and/or extended standard(s). • All instructional strategies are research-based. • Description of ongoing assessment to monitor student progress, including those with disabilities is fully provided. • Evidence of lesson revisions based on ongoing monitoring of student learning when appropriate provided. • Detailed lesson plans include how and when to monitor student learning.</td>
<td>• Baseline data used to make most instructional decisions. • Instruction mostly aligned with state learning standard(s) and/or extended standard(s). • Most instructional strategies are research-based. • Description of ongoing assessment to monitor student progress, including those with disabilities is mostly provided. • Evidence of lesson revisions based on ongoing monitoring of student learning when appropriate provided for most of lesson content. • Detailed lesson plans mostly include how and when to monitor student learning.</td>
<td>• Limited use of baseline data to make instructional decisions. • Instruction somewhat aligned with state learning standard(s) and/or extended standard(s). • Many instructional strategies lack research-based descriptions. • Some evidence of ongoing assessment to monitor student progress, including those with disabilities. • Some evidence of lesson revisions based on ongoing monitoring of student learning when appropriate and/or only provided for limited number of lessons. • Lesson plans somewhat includes how and when to monitor student learning.</td>
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<td><strong>Emerging (1 pt)</strong></td>
<td><strong>Does Not Meet Expectations (0 pt)</strong></td>
</tr>
<tr>
<td>• Comparison of pre-and post assessment provides complete evidence of growth/changes in student learning, including those with disabilities.</td>
<td>• Comparison of pre-and post assessment provides evidence of growth/changes in student learning, including those with disabilities.</td>
<td>• Comparison of pre-and post assessment provides weak evidence of growth/changes in student learning, including those with disabilities.</td>
<td>• Comparison of pre-and post assessment provides no evidence of growth/changes in student learning.</td>
</tr>
<tr>
<td>• Analysis of post assessment data provides quantitative evidence of gains/changes in student learning, including those with disabilities.</td>
<td>• Analysis of post assessment data provides quantitative evidence of gains/changes in student learning.</td>
<td>• Analysis of post assessment data lacks quantitative evidence of gains/changes in student learning.</td>
<td>• Analysis of post assessment data provides little or no quantitative evidence of gains/changes in student learning.</td>
</tr>
<tr>
<td>• Adjustments in instruction is completely supported by data from monitoring assessment.</td>
<td>• Adjustments in instruction mostly supported by data from monitoring assessment.</td>
<td>• Adjustments in instruction is linked to data from monitoring assessment in limited manner.</td>
<td>• Adjustments in instruction supported are not supported by data from monitoring assessment.</td>
</tr>
<tr>
<td>• Quantitative data completely supports growth/changes in student learning, including those with disabilities.</td>
<td>• Quantitative data mostly supports growth/changes in student learning, including those with disabilities.</td>
<td>• Quantitative data is loosely connected to the growth/changes in student learning.</td>
<td>• Quantitative data does not support growth/learning.</td>
</tr>
<tr>
<td>• Documents/reports created use professional language, ethics, and sensitivity to diversity, including awareness of family perspectives and needs.</td>
<td>• Documents/reports created use professional language, ethics, and sensitivity to diversity, including awareness of family perspectives and needs.</td>
<td>• Documents/reports created show limited use of professional language, ethics, and/or sensitivity to diversity and/or neglect to show sensitivity to family perspectives and/or needs.</td>
<td>• Documents/reports created do not use professional language, ethics, and sensitivity to diversity, and/or neglect to show sensitivity to family perspectives and/or needs.</td>
</tr>
</tbody>
</table>

**COMMENTS:**