Field Placement/Internship Handbook

For
Teacher Candidates, Cooperating Teachers, and University Supervisors

Prepared by the
Dwight Schar College of Education
Office of Fields and Partnerships

(7/19)
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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 Office of Fields and Partnerships 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 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 Office of Fields and Partnerships 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. The blocked courses have field assignments, and the Field and Partnership Office works closely with departments to ensure that all stakeholders are informed of Assignment requirements and outcomes. A 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. If you have recommendations for program improvement, please contact Mrs. Laura Kanney with your suggestions. She 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 Office of Fields and Partnerships 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

All teacher candidates are required to have updated FBI/BCI reports on file in the Field and Partnership Office prior to the start of each semester. If a teacher candidate currently has a background report that expires in the middle of the field/internship experience, it must be updated PRIOR to the beginning of the experience & a copy on file with the subsequent Field Office before the semester begins. Although BCI Reports are valid for only one (1) year from the date of completion & FBI Reports are generally valid for five (5) years from the date of completion, certain districts require both the BCI & FBI Reports to both be within one year old. This would require the teacher candidate to update both of their reports even if their current ones have not yet expired. The Field Office will notify candidates if these requirements are needed. Teacher candidates will be given a copy of their current background checks at the time of their orientation before their specific field/internship experience but are required to show identification & must sign for them. Candidates are encouraged to check with their district’s board office so see if a copy of their reports are required. Additional copies can be obtained through the Field and Partnership Office upon request. Due to FERPA laws, background checks must be picked up in person, identification checked & signed for. No exceptions!
**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 to the beginning of the internship. Preparation for teaching often requires time before and after the school day and the internship must 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* provided at this [link](#). This form is submitted to the Office of Fields and Partnerships 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** conference 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 B: 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 must 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 must be mindful of their representation on social media. They must 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 C)* 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 D)* 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 E)*.
• 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 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 F), 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 G) 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 G) 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 G) 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](#) (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.

**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 E) 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.
- Complete both a midterm and final three way conferences and the associated forms.
- Determine the teacher candidate’s final grade based on the Field Experience Outline (Appendix G).
Submit the scores in Blackboard for the Pre-CPAST Midterm and Final Evaluation (for field candidates) and the CPAST Midterm and Final Evaluation (for interns). Note there is one exception: Bachelor’s Plus Students will not use the Pre-CPAST Midterm. The scores should be entered prior to entering the course grade in WebAdvisor. The Pre-CPAST and CPAST forms are in the folders.

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 G](#) 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 G](#) 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 G](#) 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 G) 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 G) 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 E).
- 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 withdraw 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 G) as per the direction of the university supervisor.
- Use the *Ashland University Standard Lesson Plan* (Appendix E), 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

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<thead>
<tr>
<th>The supervisor will...</th>
<th>The Cooperating Teacher will...</th>
<th>The intern will...</th>
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<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. Document observations on the Internship Supervisor/Cooperating Teacher Observation Report Form. This evidence will provide summative data for the post observation conference with the intern. A copy of the Internship Supervisor/Cooperating Teacher Observation Report Form is given to the Intern and cooperating teacher. The supervisor keeps a copy for his or her internship file. Evaluate the intern’s Impact On Student Learning Assignment using the Student Data Assessment to Document Impact on Student Learning Rubric (Appendices K &amp; L). Complete the CPAST Forms 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 G).</td>
<td>Develop with the intern a thorough understanding of the specific objectives to be achieved. 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 Internship Supervisor/Cooperating Teacher Observation Report Form 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 Impact on Student Learning Assignment (Appendices K &amp; L). Complete and submit to the supervisor the CPAST Forms 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>Know the objectives of the internship, and continuously evaluate his or her own performance in relation to specific objectives. 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 Impact on Student Learning Assignment (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 G). Complete any requested additional requirements made by the supervisor and/or local Field Director. Complete and submit to the supervisor the CPAST Forms for both mid-term and final evaluations.</td>
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</table>
**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 an 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.
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 Fields and Partnerships, Department Co-Chairs, and Dean.
Appendix B
ASHLAND UNIVERSITY • DWIGHT SCHAR COLLEGE OF EDUCATION OFFICE OF FIELDS AND PARTNERSHIPS

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 C

ASHLAND UNIVERSITY • DWIGHT SCHAR COLLEGE OF EDUCATION OFFICE OF FIELDS AND PARTNERSHIPS

Teacher Candidate, Cooperating Teacher, and University Supervisor Forms and Materials List (8/19)

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>Assignment / Forms and Materials</th>
<th>Appendix</th>
<th>Submit To</th>
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<tbody>
<tr>
<td><strong>Check:</strong> Teacher Candidate/Intern Forms and Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Absence Report Form for Interns</strong> (if needed) <strong>signed by cooperating teacher &amp; supervisor</strong></td>
<td>Appendix A</td>
<td>Supervisor</td>
</tr>
<tr>
<td><strong>Vehicle Insurance Verification Form</strong></td>
<td>Field Office</td>
<td>Online at <a href="https://forms.gle/aMtX26YAXLflUrYi9">https://forms.gle/aMtX26YAXLflUrYi9</a></td>
</tr>
<tr>
<td><strong>Policy on Mandated Reporting of Suspected Child Abuse or Neglect</strong></td>
<td>Appendix B</td>
<td>County Public Children Service Agency OR Local or County Police</td>
</tr>
<tr>
<td><strong>Ashland University Standard Lesson Plan</strong></td>
<td>Appendix E</td>
<td>Supervisor &amp; Cooperating Teacher</td>
</tr>
<tr>
<td><strong>Emergency Information Form</strong></td>
<td>Appendix I</td>
<td>Supervisor (original), Cooperating Teacher &amp; Principal (1 copy each)</td>
</tr>
<tr>
<td><strong>Field Experience Course Overviews</strong></td>
<td>Appendix H</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Field Experience Outlines</strong></td>
<td>Appendix G</td>
<td>Supervisor</td>
</tr>
<tr>
<td><strong>Pre-CPAST Forms</strong> (for Fields) <strong>OR</strong> <strong>CPAST Forms</strong> (for Interns)</td>
<td></td>
<td>Supervisor</td>
</tr>
<tr>
<td><strong>Lesson Plan Assignment and Rubric</strong></td>
<td></td>
<td>Supervisor &amp; Block Course Instructor</td>
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<tr>
<td><strong>Demographics Survey</strong></td>
<td></td>
<td>Blackboard</td>
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<tr>
<td><strong>Stakeholder Assignment</strong></td>
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<td>Blackboard</td>
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<tr>
<td><strong>Technology Survey</strong></td>
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<td>Blackboard</td>
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<tr>
<td><strong>Check:</strong> Additional Intern Forms and Materials</td>
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<tr>
<td><strong>Impact on Student Learning Assignment &amp; Rubric</strong></td>
<td>Appendices K &amp; L</td>
<td>Supervisor &amp; Cooperating Teacher</td>
</tr>
<tr>
<td><strong>Critical Incident/Concern Report</strong></td>
<td>Appendix J</td>
<td>Supervisor</td>
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<tr>
<td><strong>Check:</strong> Cooperating Teacher Forms and Materials</td>
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<tr>
<td><strong>School Orientation Checklist for the Cooperating Teacher and Intern</strong></td>
<td>Appendix D</td>
<td>N/A</td>
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<tr>
<td><strong>Cooperating Teacher Verification Data Form</strong></td>
<td>Appendix F</td>
<td>Supervisor</td>
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<tr>
<td><strong>Supervisor/Cooperating Teacher Observation Report Form</strong> <strong>1 per observation</strong></td>
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<td>Supervisor</td>
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<tr>
<td><strong>Pre-CPAST Forms</strong> (for Fields) <strong>OR</strong> <strong>CPAST Forms</strong> (for Interns)</td>
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<td>Supervisor</td>
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<tr>
<td><strong>Field Experience Outline</strong></td>
<td>Appendix G</td>
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<tr>
<td><strong>Cooperating Teacher Feedback</strong></td>
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<td>Supervisor</td>
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<tr>
<td>Supervisor Forms and Materials</td>
<td>Appendix</td>
<td>Submit To</td>
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<tr>
<td><em>Impact on Student Learning Assignment &amp; Rubric</em> (for Interns)</td>
<td>Appendices K &amp; L</td>
<td>Blackboard</td>
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<tr>
<td><em>Supervisor/Cooperating Teacher Observation Report Form</em></td>
<td><strong>1 per observation</strong></td>
<td>Fields &amp; Partnerships Office</td>
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<tr>
<td><em>Pre-CPAST Forms</em> (for Fields) <em>OR CPAST Forms</em> (for Interns)</td>
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<td>Blackboard</td>
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<tr>
<td><em>Field Experience Outline</em></td>
<td>Appendix G</td>
<td>Fields &amp; Partnerships Office</td>
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Appendix D
ASHLAND UNIVERSITY • DWIGHT SCHAR COLLEGE OF EDUCATION OFFICE OF
FIELDS AND PARTNERSHIPS

SCHOOL ORIENTATION CHECKLIST FOR THE COOPERATING TEACHER
AND INTERN[11/16]

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.
Appendix E
ASHLAND UNIVERSITY • DWIGHT SCHAR COLLEGE OF EDUCATION OFFICE OF
FIELDS AND PARTNERSHIPS
Dwight Schar College of Education
*Standard Lesson Plan 8/19*

Candidate ___________________________________________________________________________ Date __________

<table>
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<tr>
<th>General Information</th>
<th>Subject</th>
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<tr>
<th>A. Planning</th>
<th>Learner Profile</th>
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<td>Prior Learning/Pre-assessment</td>
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<tr>
<th>Research</th>
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**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.

**Prior Learning/Pre-assessment:** Describe what prior content 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. How was pre-assessment data collected?

**Research:** As a teacher, you need to be able to connect theory into practice, with other disciplines or read world experiences. Cite educational research that supports your instructional decisions. This could be in learning theory, findings i.e. Ransinski found, that repeated reading 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.
### B. Objectives

<table>
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<tr>
<th>Academic Learning Standard(s)</th>
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#### Central Focus

#### Learning Outcome

**Academic Learning Standard:** Write the exact working 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. References to the objective should be made at the beginning, middle and end of the lesson. Example:: At the conclusion of today’s lesson, students will create a three-frame comic strip and use each type of end punctuation appropriately (period, exclamation point, and question mark) with 100% accuracy.

### C. Assessment

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<thead>
<tr>
<th>Summative</th>
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**Collect and record any assessment data from this lesson and use it to respond to these questions:**

**Formative:** 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. You should provide multiple ways to conduct formative assessment.

**Summative:** 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 lesson.

### D. Instruction, E. Practice and F. Independent Work

<table>
<thead>
<tr>
<th>Academic Language</th>
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<tr>
<th>Introduction</th>
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<tr>
<th>Activities and Procedures</th>
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</table>
**Materials**

**Differentiation**

**Learning Conditions**

**Closure**

**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.

**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 detailed and clear enough for a substitute teacher to follow. Your methods and activities must be aligned with the goals of your lesson.

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

**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.

**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.

**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.

---

**G. Reflection**

**Content**

**Delivery**

**Changes to improve this lesson**

**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.
<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>What patterns of strengths and needs of the students do you see?</td>
</tr>
<tr>
<td><strong>Delivery:</strong> Write a reflection of the way you delivered your instruction.</td>
</tr>
<tr>
<td>Did you need to change your plans based upon the students’ responses?</td>
</tr>
<tr>
<td>What went well in the lesson?</td>
</tr>
<tr>
<td>Could you have done things differently?</td>
</tr>
</tbody>
</table>

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

---

**Appendix F**
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
Appendix G

ASHLAND UNIVERSITY · DWIGHT SCHAR COLLEGE OF EDUCATION
OFFICE OF FIELDS AND PARTNERSHIPS

Sophomore Field Experience Outline (06/19)

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<td>3</td>
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<tr>
<td>Reflection using the Teacher Performance Evaluation Rubric</td>
<td>Week 2</td>
<td>Week 3</td>
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<td>Week 4</td>
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<td>Week 7</td>
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<td>Week 5 - reflection due within 24 hours of lesson</td>
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<td>Week 9 - reflection due within 24 hours of lesson</td>
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<tr>
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<td>Week 13-14</td>
<td>20</td>
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Dispositions
- Preparation
- Attendance & Punctuality
- Professional Dress
- Professional Ethics
- Equity & Dignity of Learners

| | Week 13-14 | 20 |

Total: | 100 |

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Junior Field Experience Outline (06/19)

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Letter of Introduction to the Cooperating Teacher & Families
Write a professional formatted letter of introduction to your cooperating teacher, yet be personable. This introduction letter will determine the cooperating teacher’s first impression of you. You want your cooperating teacher to see you as a capable, educated, enthusiastic professional.

You will want to make sure your letter
- includes the appropriate parts and proper formatting
- is addressed to either Ms. or Mr.
- uses proper grammar and punctuation
- does not contain misspelled words

The body of your letter should highlight your strengths, abilities and goals. Include a brief description including your name, major, certification area, hometown information, and why you want to be a teacher. Mention your qualifications, experiences, and other pertinent information. Include your strengths in working with children in a classroom setting, what are you most looking forward to during your teaching experience with this cooperating teacher. Include a specific example or two.

Thank your cooperating teacher for his/her willingness to have you in his/her classroom.

Adapt your introduction letter to address families. Consult with your cooperating teacher before sending the letter home with students. You will want to let families know when you’ll be in the classroom. Make sure to provide a copy of both letters to your supervisor. While a resume is not required, you may want to start working on building a resume.

Ohio Resident Educator Program- Data Measures Inventory for the Classroom
Use your school’s District Report Card http://reportcard.education/ohio.gov to collaborate with your cooperating teacher to complete the Data Measures Inventory for your classroom. If you teach in multiple classrooms, focus on one classroom.

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). Note that experienced teachers are typically in the skilled category, visiting developing and sometimes 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 standard you decided 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 you did not address and clearly explain why did not address them in your other reflections and what steps you should take to become more familiar with them in the future. You will be required to share you last reflection with your supervisor during your next field experience.

Note the categories (ineffective, developing, skilled and accomplished) are part of a continuum and the philosophy behind the Continuum is that teachers will continue to grow over the course of their careers with the assistance of a system that supports their growth and development. You can learn more about the Ohio Educator Standards on this website: http://education.ohio.gov/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards

Formal Lessons Observed by the Supervisor
Lessons will be evaluated based on process and delivery. Teacher candidates must provide the supervisor and cooperating teacher the lesson plan for review prior to teaching (the day before is not sufficient). 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 the finalized lesson plan and reflection to the supervisor. Instructional resources are available here: https://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/Instructoral-Resources-for-Teachers-of-Diverse-Le

Diversity Reflection
Using the data from the Data Measures Inventory, write a reflection paper, in a narrative format, stating how you addressed diversity in your field experiences. If you are in a non-diversely populated school, focus on the diversity of the staff, special needs population, the classroom diversity (girl to boy ratio), the free and reduced lunch needs, the school rating, and the surrounding community.
Cooperating Teacher Feedback
The cooperating teacher will use the provided rubric to assess the candidate teacher’s performance. This rubric is based on the Ohio Standards for the Teaching Profession.

Dispositions
The supervisor will use the provided rubric to assess the candidate teacher.

Lesson Planning
As you are creating lesson plans throughout your experience, we are looking for growth. Make sure to follow the rubric.

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

Impact on Student Learning Assignment (Internship only)
This assignment will be performed by the teacher candidate following the Assignment guidelines from with guidance from the supervisor, and assistance from the cooperating teacher. The teacher candidate needs to meet the assignment outcomes and they must consider recommendations from both the supervisor and cooperating teacher. The teacher candidate can be allowed to revise and re-submit at the discretion of the supervisor. 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). Organize this section by including work samples with corresponding lesson plans.
Appendix H

EDCI 230SEC
Adolescent to Young Adult (7-12) Multicultural Field Experience I

FIELD HOURS: 45 CONTACT HOURS

Prerequisite: Course EDFN 130 - Introduction to Teaching: Exploring Teaching as a Career (or Equivalent)
Course EDFN 202 - Teaching & Learning Process

Block I Field: To be taken concurrently with the following course:
EDCI 232 - Instructional Design & Educational Technology for Teaching

Catalog Description:
EDCI 230SEC is the first field experience in the AYA (7-12) block and requires the Teacher Candidate to choose one (1) concentrated area (Biology, Chemistry, Earth or Physical Science; Integrated Math, Language Arts, Science or Social Studies). This course is designed to provide education majors who seek an Adolescent to Young Adult License (7-12) with opportunities to observe the setting, organization, and climate of schools and to interact appropriately with students in individual, small group, and whole class settings. Emphasis is on the effects of school climate and methodology on individual students within a diverse group of school age youth.

The Teacher Candidate is required to spend a minimum of 45 field hours in the classroom with his or her Cooperating Teacher. This is an equivalent to 2 days/week for 2 hours/day, and based on the needs of the Cooperating Teacher. The Teacher Candidate is required to observe, serve as a teacher’s aide, make plan lessons according to the requirements of the field, and must be concurrently enrolled in an appropriate methods course. All lesson plans are to be approved by the Cooperating Teacher.

It is important for the Cooperating Teacher to realize that the Teacher Candidate is just beginning his or her teaching experience, as well as lesson planning, and may require some patience and help at this time. The Cooperating Teacher is asked to observe the Teacher Candidate while teaching two (2) lessons and complete the following forms on the candidate’s performance:

- Two (2) Observation Report Forms (one after each lesson observed)
- Two (2) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluations, one at mid-term and one for the final.

The Cooperating Teacher is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The University Supervisor will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities. Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities and performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.

Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.

It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for being a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate.
EDIS 230IS
Workshop in Teaching Intervention Specialist

FIELD HOURS: 60 CONTACT HOURS

Prerequisite: (for IS & ECIS) Course EDFN 130 - Introduction to Teaching: Exploring Teaching as a Career (or Equivalent)
(for ECIS only) Course EDEC 215 - EC/ECIS Foundations (or Equivalent)

Block I Field: To be taken concurrently with the following course:
EDIS 253 - Assistive and Instructional Technology for Intervention Specialist
EDIS 257 - Sensory Motor-Intervention Specialist Moderate/Intensive
EDIS 451 - Communication: Intervention Specialist Moderate/Intensive

Catalog Description:
EDIS 230IS is the first field experience in the intervention specialist block for the Teacher Candidate seeking either the Intervention Specialist K-12 Mild/Moderate/Intensive License or the Early Childhood Intervention Specialist K-3 Mild/Moderate License. This is an elementary field placement for the K-12 (moderate/intensive) Intervention candidate and requires student contact with children having sensory challenges. The cooperating teacher must be a licensed intervention specialist teacher. For education majors seeking the ECIS endorsement, this placement must be in an integrated pre-K classroom where there are students with sensory integration issues.

The Teacher Candidate is required to spend a minimum of 60 field hours in the classroom with his or her Cooperating Teacher. This is an equivalent to 2 days/week for 2.5 hours/day. During the field experience, the Teacher Candidate must observe, serve as a teacher’s aide, plan and implement lessons according to the requirements of the field, and must be enrolled in the appropriate methods course. All lesson plans are to be approved in advance by the Cooperating Teacher.

It is important for the Cooperating Teacher to realize that the Teacher Candidate is just beginning his or her teaching experience, as well as lesson planning, and may require some patience and help at this time. The Cooperating Teacher is asked to observe the Teacher Candidate while teaching two (2) lessons and complete the following forms on the candidate’s performance:

- Two (2) Observation Report Forms (one after each lesson observed)
- Two (2) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluations, one at mid-term and one for the final.

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EDCI 230PK
Multi-Age Grades PreK-12 Field Experience I (8/19)

FIELD HOURS: 45 CONTACT HOURS

Prerequisite: Course EDFN 130 - Introduction to Teaching: Exploring Teaching as a Career (or Equivalent)
Course FREN 252 - Intermediate French II (for foreign language majors)
Course SPAN 272 - Intermediate Spanish II (for foreign language majors)
Course MUSIC 204 - General Music Methods I (for music majors)

Block I Field: To be taken concurrently with concentration courses

Catalog Description:
EDCI 230PK is the first field experience in the Multi-Age (PreK-12) block and requires the Teacher Candidate to choose one (1) concentrated area (Visual Arts, Music, French or Spanish). This course requires special studies and investigations, and/or field experience at the teacher aide (observation/assistance) and small group level, working with school age youth in primarily rural/small town settings with the focus being on grades PreK-6.

The Teacher Candidate is required to spend a minimum of 45 field hours in the classroom with his or her Cooperating Teacher. This is an equivalent to 2 days/week for 2 hours/day, and based on the needs of the Cooperating Teacher. Teacher Candidate is required to observe, serve as a teacher’s aide, tutor students, make plan lessons according to the requirements of the field, and must be concurrently enrolled in the appropriate methods course. All lesson plans are to be approved in advance by the Cooperating Teacher.

It is important for the Cooperating Teacher to realize that the Teacher Candidate is just beginning his or her teaching experience, as well as lesson planning, and may require some patience and help at this time. The Cooperating Teacher is asked to observe the Teacher Candidate while teaching two (2) lessons and complete the following forms on the candidate’s performance:

- Two (2) Observation Report Forms (one after each lesson observed)
- Two (2) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluations, one at mid-term and one for the final.

The Cooperating Teacher is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The University Supervisor will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities. Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities and performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.

Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.
It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for being a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate.

**EDEC 268F**  
Pre-School Field Experience (8/19)

FIELD HOURS: 50 CONTACT HOURS

**Prerequisite:** Course PSCY 264 - Child Development (or Equivalent)

**Block I Field:** To be taken concurrently with the following course:  
EDEC 268 - Pre-School Methods & Curriculum

**Catalog Description:**
EDEC 268F is a field experience in a preschool setting focused on preschool methods and activities to learn and utilize authentic lessons and activities, classroom-based assessment, and to demonstrate the teaching skills and dispositions supportive of Pre-K children’s development and learning.

The Teacher Candidate is required to spend a **minimum of 50 field hours in the classroom** with his or her Cooperating Teacher. This is an equivalent to 2 days/week for 2 hours/day, and based on the needs of the Cooperating Teacher. During the experience, the Teacher Candidate must observe, serve as a teacher’s aide, plan and implement lessons according to the requirements of the field, and be enrolled in an appropriate methods course. All lesson plans are to be approved in advance by the Cooperating Teacher.

It is important for the Cooperating Teacher to realize that the Teacher Candidate is just beginning his or her teaching experience, as well as lesson planning, and may require some patience and help at this time. The Cooperating Teacher is asked to observe the Teacher Candidate while teaching **two (2) lessons** and complete the following forms on the candidate’s performance:

- Two (2) Observation Report Forms (one after each lesson observed)
- Two (2) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluations, one at mid-term and one for the final.

The Cooperating Teacher is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The University Supervisor will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities. Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities and performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.

Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.

It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for being a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate.
EDCI 236
Middle Grades Multicultural Field Experience I

FIELD HOURS: 50 CONTACT HOURS

Prerequisite: Course EDFN 130 - Introduction to Teaching: Exploring Teaching as a Career (or Equivalent)

Block I Field: To be taken concurrently with the following course:
EDCI 232 - Instructional Design & Educational Technology for Teaming

Catalog Description:
EDCI 236 is the first field experience in the middle grade block and requires the Teacher Candidate to choose two (2) concentration areas (Language Arts, Math, Science or Social Studies). This course is designed to provide education majors who seek a Middle Grade License (4-9) with opportunities to observe the setting, organization, and climate of middle schools, and to interact appropriately with students in individual, small groups, and whole-class settings. Emphasis is to be on the effects of school climate and methodology on individual students within a diverse group of adolescent and pre-adolescent students. Students will complete this field experience in a multicultural setting.

The Teacher Candidate is required to spend a minimum of 50 field hours in the classroom with his or her Cooperating Teacher. This is an equivalent to 2 days/week for 2 hours/day, and based on the needs of the Cooperating Teacher. Such duties can include grading papers, tutoring students, or hanging bulletin boards. During the experience, the Teacher Candidate is required to plan and implement lessons based on one of the two areas of concentration in grade level 4-6, and complete all related activities according to the requirements of the field. All lesson plans are to be approved by the Cooperating Teacher before they are taught.

It is important for the Cooperating Teacher to realize that the Teacher Candidate is just beginning his or her teaching experience, as well as lesson planning, and may require some patience and help at this time. The Cooperating Teacher is asked to observe the Teacher Candidate while teaching two (2) lessons and complete the following forms on the candidate’s performance:

- Two (2) Observation Report Forms (one after each lesson observed)
- Two (2) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluations, one at mid-term and one for the final.

The Cooperating Teacher is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The University Supervisor will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities. Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities and performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.

Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.
It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for being a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate.

EDIS 330IS
Workshop in Teaching Students with Mild/Moderate/Intensive Educational Intervention in Multicultural Settings (8/19)

FIELD HOURS: 110 CONTACT HOURS

Prerequisites:
Course EDFN 130 - Introduction to Teaching: Exploring Teaching as a Career (or Equivalent)
Course EDEC 215 - EC/ECIS Foundations (or Equivalent)
Course EDIS 253 - Assistive & Instructional Technology for Intervention Specialist
Course EDIS 257 - Sensory Motor-Intervention Specialist Moderate/Intensive
Course EDIS 451 - Communication: Intervention Specialist Moderate/Intensive
Course EDIS 342 - Assessing & Teaching Children with Mild/Moderate Educational Needs
Course EDIS 355 - Intervention & Remediation in Math: Assessment & Instructional Methods
Course EDIS 442 - Communication, Consultation & Teaming Skills
Field EDIS 230IS - Workshop in Teaching Intervention Specialist
Field EDIS 340 - Workshop in Teaching Students with Mild/Moderate/Intensive Educational Needs

Block III Field: Taken concurrently with the following courses:
EDIS 343 - Curriculum/Methods for Career & Daily Living Skills for Students w/ Needs for MMI Intervention
EDIS 441 - Creating Effective Learning Environments

Catalog Description:
EDIS 330IS is the last field experience in the Intervention Specialist (K-12) block for the Teacher Candidate. This is a high school multicultural field placement for K-12 (mild/moderate/intensive). Pre-service teachers will work with high school students on curriculum related to career and daily living, and behavior support plans. The cooperating teacher must be a licensed intervention specialist teacher. This is the final preparation before the student internship experience.

The Teacher Candidate is required to spend a minimum of 110 field hours in the classroom with his or her Cooperating Teacher. This is an equivalent to 3 days/week for 3 hours/day, and based on the needs of the Cooperating Teacher. The Teacher Candidate is required to plan and implement lessons, complete all the related activities according to the field requirements within the grade level 9-12, and be enrolled in the appropriate intervention courses. All lesson plans are to be approved by the Cooperating Teacher before they are taught.

The Cooperating Teacher is asked to observe the Teacher Candidate while teaching three (3) lessons and complete the following forms on the candidate’s performance:

- Three (3) Observation Report Forms (one after each lesson observed)
- Two (2) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluations, one at mid-term and one for the final

The Cooperating Teacher is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The University Supervisor will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities. Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities and performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.
Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.

It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for being a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate.

**EDEC 330EC**  
Early Childhood Literacy/Multicultural Field Experience  
(8/19)

**FIELD HOURS: 90 CONTACT HOURS**

**Prerequisites:**  
Course EDEC 215 - EC/ECIS Foundations  
Course EDEC 268 - Pre-School Methods & Curriculum (for EC License) OR  
Field EDIS 230IS - Teaching Intervention Specialist (for ECIS License)

**Block II Field:**  
Taken concurrently with the following courses:  
EDEC 323 - Trade Books & Technology within a Balanced Literacy Program  
EDEC 361 - Language Arts & Reading Curriculum Methods

**Catalog Description:**  
EDEC 330EC is either the first field experience in the Early Childhood (PreK-3) block or second field experience in the Early Childhood/Intervention Specialist (PreK-3) Licensure for the Teacher Candidate. The seminar and field experience in a multicultural setting provides teacher education students opportunities to make decisions relating to assessment, instruction, evaluating and intervention in their certification area with small groups, individuals or with the entire class.

The **Teacher Candidate** is required to spend a **minimum of 90 field hours in the classroom** with his or her Cooperating Teacher. This is an equivalent to 3 days/week for 3 hours/day, and based on the needs of the Cooperating Teacher. During this experience, the Teacher Candidate must observe, serve as a teacher’s aide, tutor students, plan and implement lessons with the emphasis on the teaching methods for literacy as well as related activities according to the requirements of the field for grade level K-3, and is designed to be taken concurrently with a methods course. All lesson plans are to be approved by the Cooperating Teacher before they are taught.

The **Cooperating Teacher** is asked to observe the Teacher Candidate while teaching **three (3) lessons** and complete the following forms on the candidate’s performance:

- Three (3) Observation Report Forms (one after each lesson observed)
- Two (2) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluations, one at mid-term and one for the final

The **Cooperating Teacher** is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The **University Supervisor** will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities. Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities and performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.

Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.
It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for been a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate.

EDCI 336
Middle Grades Field Experience II  (8/19)

FIELD HOURS: 135 CONTACT HOURS

Prerequisites: Course EDFN 130 - Introduction to Teaching: Exploring Teaching as a Career (or Equivalent)
Course EDCI 232 - Instructional Design & Educational Technology for Teaming
Field EDCI 236 - Middle Grades Experience I

Block II Field: Taken concurrently with content area courses in Language Arts, Mathematics, Science, or Social Studies

Catalog Description:
EDCI 336 is the last field experience in the Middle Grades (4-9) block for the Teacher Candidate. This seminar and field experience provides opportunities to make decisions relating to assessment, instruction, evaluation, and intervention in the student’s content areas of concentration and in interdisciplinary activities. Focus will be on implementing effective instruction and assessment with middle grades students in small groups, individuals and whole-class settings. It is the final preparation before the student internship experience.

The Teacher Candidate will be required to spend a minimum of 135 hours in the classroom with his or her Cooperating Teacher. This is an equivalent to 3 days/week for 3.5 hours/day, and based on the needs of the Cooperating Teacher. During the field experience, the Teacher Candidate is required to plan and implement lessons based on the second of the two areas of concentration for grade level 7-9, complete all the related activities according to the requirements of the field, and must be concurrently enrolled in the appropriate content courses. All lesson plans are to be approved by the Cooperating Teacher before they are taught.

The Cooperating Teacher is asked to observe the Teacher Candidate while teaching three (3) lessons and complete the following forms on the candidate’s performance:

- Three (3) Observation Report Forms (one after each lesson observed)
- Two (2) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluations, one at mid-term and one for the final

The Cooperating Teacher is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The University Supervisor will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities. Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities and performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.

Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.
It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for being a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate.

**EDCI 330SEC**

Adolescent to Young Adult (7-12) Field Experience II  
(8/19)

**FIELD HOURS: 135 CONTACT HOURS**

**Prerequisites:**  
Course EDFN 130 - Introduction to Teaching: Exploring Teaching as a Career (or Equivalent)  
Course EDFN 202 - Teaching & Learning Process  
Course EDCI 232 - Instructional Design & Educational Technology for Teaming  
Course PSYC 218 - Psychology of Adolescence  
Field EDCI 230SEC - AYA (7-12) Field Experience I

**Block II Field:**  
Taken concurrently with concentration courses

**Catalog Description:**  
EDCI 330SEC is the last field experience in the AYA (7-12) block and requires the Teacher Candidate to choose one (1) concentrated area (Biology, Chemistry, Earth or Physical Science; Integrated Math, Language Arts, Science or Social Studies). This course provides the teacher education students with effective classroom management skills for educating for diversity. During seminars and field experiences students will develop techniques for teaching young adults of diverse backgrounds and abilities, including dealing with surface behavior problems, law concerning teacher-student rights, and communicating with parents. It is the final preparation before the student internship experience.

The Teacher Candidate will be required to spend a minimum of 135 hours in the classroom with his or her Cooperating Teacher. This is an equivalent to 3 days/week for 3.5 hours/day, and based on the needs of the Cooperating Teacher. During the field experience, the Teacher Candidate is required to plan and implement lessons, complete all the related activities according to the requirements of the field, and must be concurrently enrolled in the appropriate content courses. All lesson plans are to be approved by the Cooperating Teacher before they are taught.

The Cooperating Teacher is asked to observe the Teacher Candidate while teaching three (3) lessons and complete the following forms on the candidate’s performance:

- Three (3) Observation Report Forms (one after each lesson observed)
- Two (2) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluations, one at mid-term and one for the final

The Cooperating Teacher is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The University Supervisor will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities. Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities and performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.
Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.

It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for being a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate.

EDEC 417  
Early Childhood Senior Field in Content Teaching and Intervention  
(8/19)

FIELD HOURS: 115 CONTACT HOURS

Prerequisites:  
Course EDEC 215 - EC/ECIS Foundations (or Equivalent)  
Course EDEC 268 - Pre-School Methods & Curriculum/EDEC 268F Pre-School Field (EC Licensure)

Course EDEC 323 - Trade Books & Technology within a Balanced Literacy Program  
Course EDEC 361 - Language Arts & Reading Curriculum Methods  
Field EDIS 230IS - Teaching Intervention Specialist (for ECIS Licensure)  
Field EDEC 330EC - Literacy/Multicultural Experience in Early Childhood

Block II/III Field:  
To be taken concurrently with the following courses:

EDEC 363 - Early Childhood Mathematics Curriculum & Methods  
EDEC 369 - Assessment & Evaluation of Young Children with Special Needs  
EDEC 403 - Early Intervention/Integration of Young Children with Special Educational Needs  
EDEC 445 - Interdisciplinary Science and Social Studies Methods

Catalog Description:  
EDEC 417 is the last field experience in the Early Childhood (PreK-3) block for the Teacher Candidate. Seminars and field experiences in an early childhood placement provide senior teacher education students the opportunity to implement and practice methods learned in previous and concurrent courses. The field-based participation is within a program that serves young children with special educational needs within the general education curriculum with emphasis on Math, Science and/or Social Studies. The field is a preparation for the student teaching experience.

The Teacher Candidate is required to spend a minimum of 115 field hours in the classroom with his or her Cooperating Teacher. This is an equivalent of 2 days/week for the entire teaching day, and based on the needs of the Cooperating Teacher. During this experience, the Teacher Candidate is required to observe, serve as a teacher’s aide, tutor the young children with special needs, plan, and teach lessons, and must be enrolled in the appropriate courses according to the requirements of the field. All lesson plans are to be approved in advance by the Cooperating Teacher before they are taught.

The Cooperating Teacher is asked to observe the Teacher Candidate while teaching three (3) lessons and complete the following forms on the candidate’s performance:

- Three (3) Observation Report Forms (one after each lesson observed)
- Two (2) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluations, one at mid-term and one for the final.

The Cooperating Teacher is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The University Supervisor will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities.
Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities as well as performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.

Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.

_It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for been a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate._

**EDIS 589 (8/19)**

**High School Intervention Specialist Field Experience for Bachelor’s Plus**

**FIELD HOURS:** ISMM – 120 Contact Hours / ISMMI – 90 Contact Hours

**Prerequisites:**
- Course EDIS 534 – Developmental Curriculum Methods for Children with Mild/Moderate Needs
- Course EDIS 540 – Developing Classroom Learning Environments
- Course EDIS 549 – Assessment & Interventions for Children with Mild/Moderate Educational Needs
- Course EDIS 581 – Assistive & Instructional Technology for Intervention Specialists
- Course EDIS 582 – Advanced Sensory Motor intervention
- Course EDIS 584 – Communication: Intervention Specialist Moderate/Intensive
- Field EDIS 587 – Elementary Intervention Specialist Field Experience for Bachelor’s Plus
- Field EDIS 588 – Middle School Intervention Specialist Multicultural Field Experience for Bachelor’s Plus

Field III: Taken concurrently with remaining courses for the Intervention Specialist Licensure prior to internship

**Catalog Description:**

EDIS 589 is the last field experience in the Intervention Specialist Licensure (K-12) for the Teacher Candidate. This field emphasizes decision making in assessment, instruction, evaluation, and intervention for students with mild to moderate educational needs and appropriate instructional strategies to address the needs of pupils. Emphasis will be placed on helping students with mild to moderate educational needs develop those skills necessary for transitioning to adulthood. Individuals seeking the Intervention Specialist Licensure must complete this field in an inclusive setting at the grade level 9-12. This field is a final preparation before internship.

**Examples of Course Components/Activities:**

1. Serving as a teacher assistant – grading, arranging bulletin boards, helping students understand assignments, taking students places in the school, gathering instructional resources, tutoring an individual or a small group.
2. Observing the teacher and students, and taking notes for daily log.
3. Drawing two diagrams of the classroom (now and a future classroom).
4. Reviewing the teacher’s edition of textbooks and the courses of study.
6. Writing lesson plans. All lesson plans are to be approved by the Cooperating Teacher before they are taught.
7. Teaching a few lessons each week (individual, small group and whole class). During the last week of the experience, teach the whole class one entire morning.
8. Making use and application of techniques, methods, and procedures learned in methods courses and field experiences EDIS 587 and EDIS 588.

**Experience Requirements:**

The Cooperating Teacher is asked to observe the Teacher Candidate while teaching two (2) lessons, and complete the following forms on the candidate’s performance:

- Two (2) Observation Report Forms (one after each lesson observed)
- One (1) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluation

The Cooperating Teacher is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations
and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The University Supervisor will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities. Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities as well as performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.

Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.

It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for being a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate.

EDIS 588  (8/19)
Middle School Intervention Specialist Multicultural Field Experience for B+

FIELD HOURS:  ISMM – 120 Contact Hours / ISMMI – 90 Contact Hours

Prerequisites:  
Course EDIS 581 – Assistive & Instructional Technology for Intervention Specialists  
Course EDIS 582 – Advanced Sensory Motor Intervention  
Course EDIS 584 – Communication: Intervention Specialist Moderate/Intensive  
Course EDIS 549 – Assessment & Interventions for Children with Mild/Moderate Educational Needs  
Field EDIS 587 – Elementary Intervention Specialist Field Experience for Bachelor’s Plus

Field II:  
Taken concurrently with the following courses:  
EDIS 534 – Transition & Curriculum Methods for Children with Mild/Moderate Needs  
EDIS 540 – Developing Classroom Learning Environments

Catalog Description:
EDIS 588 is the second field experience in the Intervention Specialist Licensure for the Teacher Candidate which emphasizes knowledge of multiculturalism, cultural differences, role of family in a dynamic changing society; interpersonal communication theories, inter-personal relations, human relation skills, motivational skills as related to teaching in a culturally, racially, and socio-economically diverse society; working effectively with students regardless of race, political affiliation, religion, age, sex and socio-economic status; and knowledge of the influence of teacher expectations on student achievement and the impact of home efforts on student performance are also emphasized. The completion of this experience should help the student be more effective in the decision-making process, and in developing self-assessment knowledge and skills, and in classroom management and behavioral support knowledge and skills. Individuals seeking Intervention Specialist Licensure must complete this field in an inclusive setting at the grade level 6-8.

Examples of Course Components/Activities:
1. Serving as a teacher assistant – grading, arranging bulletin boards, helping students understand assignments, taking students places in the school, gathering instructional resources, tutoring an individual or a small group.
2. Observing the teacher and students, and taking notes for daily log.
4. Working with two different students; do Assessment/Instruction/Evaluation/Intervention Plans (AIEI Plan).
5. Observing in special education/services class(es).
6. Writing lesson plans. All lesson plans are to be approved by the Cooperating Teacher before they are taught.
7. Tutoring individuals and small groups (regular lessons, proficiency activities, etc.).
8. Teach some whole class lessons.
9. Making use and application of techniques, methods, and procedures learned in methods courses and field EDIS 587.
10. Writing in daily log and using reflective thinking.

Experience Requirements:
The Cooperating Teacher is asked to observe the Teacher Candidate while teaching two (2) lessons, and complete the following forms on the candidate’s performance:

- Two (2) Observation Report Forms (one after each lesson observed)
The Cooperating Teacher is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The University Supervisor will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities. Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities as well as performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.

Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.

It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for being a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate.

EDIS 587
Elementary Intervention Specialist Field Experience for B+ (8/19)

FIELD HOURS: ISMM - 120 Contact Hours / ISMMI - 90 Contact Hours

Prerequisites:
Courses according to the Intervention Specialist (K-12) Licensure requirements

Field I:
Taken concurrently with the following courses:
- EDIS 581 - Assistive & Instructional Technology for Intervention Specialists
- EDIS 582 - Advanced Sensory Motor Intervention
- EDIS 584 - Communication: Intervention Specialist Moderate/Intensive
- EDIS 549 - Assessment & Interventions for Children with Mild/Moderate Educational Needs

Catalog Description:
EDIS 587 is the first field experience in the Intervention Specialist Licensure for the Teacher Candidate. Graduate students are instructed in the use of both the formal and informal assessment techniques to gain a well-rounded perspective of the student’s present level of performances across a variety of skill areas. The graduate education students are instructed in the interpretation of the gathered data and how to translate such information into practical goals and objectives from which tutorial lessons can be designed, conducted and evaluated. An emphasis is placed on applying practices based on sound research. All activities are conducted under supervision in a neighboring school thus allowing immediate and systematic feedback as the teaching students apply a variety of techniques. Individuals seeking the Intervention Specialist Licensure must complete this field in an inclusive setting at the grade level K-5.

Examples of Course Components/Activities:
1. Recognizing and experiencing diversity - multicultural setting, socio-economic background, etc. in assigned school, classroom and in school community.
2. Serving as a teacher assistant - grading, arranging bulletin boards, helping students understand assignments, taking students places in the school, gathering instructional resources, tutoring an individual or a small group.
3. Observing the teacher and students, and taking notes for daily log.
5. Writing lesson plans. All lesson plans are to be approved by the Cooperating Teacher before they are taught.
6. Teaching lessons (individual, small group, and perhaps whole class).
7. Touring the school district.
8. Interviewing the school personnel.
9. Going to special classes (art, music, physical education) w/ students; observing and taking notes for daily log.
10. Doing a sociogram.
11. Conducting student interviews (interest inventory, etc.).
12. Using time-on-task assessments.
13. Making use & application of techniques, methods, and procedures learned in methods courses.

Experience Requirements:
The Cooperating Teacher is asked to observe the Teacher Candidate while teaching two (2) lessons, and complete the following forms on the candidate’s performance:

- Two (2) Observation Report Forms (one after each lesson observed)
- One (1) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluation

The Cooperating Teacher is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The University Supervisor will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities. Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities as well as performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.

Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.

It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for being a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate.

**EDFN 588**

**Assessment, Instruction, Evaluation and Intervention**

**Field Experience for Bachelor’s Plus**

Middle Grades (4-9) ➔ Adolescent to Young Adult (7-12) ➔ Multi-Age (PK-12)

FIELD HOURS: 135 CONTACT HOURS (in 7 weeks)

**Prerequisites:** Course EDFN 586 - Effective Instruction

Courses for the content area(s) according to MG, AYA or MA Licensure

Field EDFN 587 - Multicultural Field Experience for Bachelor’s Plus

**Field II:** Taken concurrently with remaining courses for the MG, AYA, or MA Licensure prior to internship

**Catalog Description:**

EDFN 588 is the final field experience in the Middle Grades (4-9), Adolescent to Young Adult (7-12) or Multi-Age (PK-12) License for the Teacher Candidate. This field experience emphasizes decision making in assessment, instruction, evaluation, and intervention regarding individual pupil learning needs and appropriate instructional strategies to address the needs of pupils, including those with exceptionalities and differing learning styles. This field experience will provide application through individual and/or small group tutoring. This field is a final preparation for the student teaching experience.

**Examples of Course Components/Activities:**

1. Serving as a teacher assistant - grading, arranging bulletin boards, helping students understand assignments, taking students places in the school, gathering instructional resources, tutoring an individual or a small group.
2. Observing the teacher and students, and taking notes for daily log.
4. Working with two different students; do Assessment/Instruction/Evaluation/Intervention Plans (AIEI Plan).
5. Observing in special education/services class(es).
6. Writing lesson plans. *All lesson plans are to be approved by the Cooperating Teacher before they are taught.*
7. Tutoring individuals and small groups (regular lessons, proficiency activities, etc.).
8. Teach some whole class lessons.
9. Making use and application of techniques, methods, and procedures learned in methods courses and field EDFN 587.
10. Writing in daily log and using reflective thinking.
**Experience Requirements:**
The Cooperating Teacher is asked to observe the Teacher Candidate while teaching **two (2) lessons**, and complete the following forms on the candidate’s performance:

- **Two (2) Observation Report Forms** (one after each lesson observed)
- **One (1) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluation**

The Cooperating Teacher is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The University Supervisor will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities. Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities as well as performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.

Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.

It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for being a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate.

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**EDFN 587**

**Multicultural Field Experience for Bachelor’s Plus**

(8/19)

- **Middle Grades (4-9) ● Adolescent to Young Adult (7-12) ● Multi-Age (PK-12)**

**FIELD HOURS: 135 CONTACT HOURS (in 7 weeks)**

**Prerequisites:**

Courses for the content area(s) according to MG, AYA or MA Licensure requirements

**Field I:**

Taken concurrently with course: **EDFN 586 - Effective Instruction**

**Catalog Description:**

EDFN 587 is the first field experience in the Middle Grades (4-9), Adolescent to Young Adult (7-12), or Multi-Age (PK-12) Licenses for the Teacher Candidate. The field emphasizes knowledge of multiculturalism, cultural differences, role of family in a dynamic changing society, interpersonal communication theories, interpersonal relations, human relation skills, motivational skills as related to teaching in a culturally, racially, and socio-economically diverse society; working effectively with students regardless of race, political affiliation, religion, age, sex, and socio-economic status; and knowledge of the influence of teacher expectations on student achievement and the impact of home efforts on student performance are also emphasized. The completion of this experience should help the student be more effective in the decision-making process, and in developing self-assessment knowledge and skills.

**Examples of Course Components/Activities:**

1. Recognizing and experiencing diversity – multicultural setting, socio-economic background, etc. in assigned school, classroom and in school community.
2. Serving as a teacher assistant – grading, arranging bulletin boards, helping students understand assignments, taking students places in the school, gathering instructional resources, tutoring an individual or a small group.
3. Observing the teacher and students, and taking notes for daily log.
5. Writing lesson plans. **All lesson plans are to be approved by the Cooperating Teacher before they are taught.**
6. Teaching lessons (individual, small group, and perhaps whole class).
7. Touring the school district.
8. Interviewing the school personnel.
9. Going to special classes (art, music, physical education) with students; observing and taking notes for daily log.
10. Doing a sociogram.
11. Conducting student interviews (interest inventory, etc.).
12. Using time-on-task assessments.
13. Making use & application of techniques, methods, and procedures learned in methods courses.

**Experience Requirements:**

The Cooperating Teacher is asked to observe the Teacher Candidate while teaching two (2) lessons, and complete the following forms on the candidate’s performance:

- Two (2) Observation Report Forms (one after each lesson observed)
- One (1) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluation

The Cooperating Teacher is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The University Supervisor will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities. Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities as well as performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.

Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.

It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for being a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate.

**EDEC 588**

Assessment, Instruction, Evaluation and Intervention Field Experience for Early Childhood Bachelor’s Plus (8/19)

**FIELD HOURS:** 109 CONTACT HOURS (in 7 weeks)

**Prerequisites:**
- Course EDEC 561 - Language Arts & Reading Curriculum Methods
- Course EDFN 586 - Effective Instruction
- Field EDEC 587 - Workshop in Teaching Multicultural Experience for Early Childhood (PreK-3) B+ Field II: Taken concurrently with remaining courses for the EC Licensure prior to internship

**Catalog Description:**

EDEC 588 is the last field experience in the Bachelor’s Plus Early Childhood License (PreK-3) for the Teacher Candidate. This is a field experience in an early childhood placement that serves young children with special education needs within the general education curriculum. which emphasizes decision making in assessment, instruction, evaluation, and intervention regarding the individual student learning needs, and appropriate instructional strategies to address the needs of students, including those with exceptionalities and differing learning styles. This field experience will provide the senior teacher education student the opportunity to implement and practice the methods learned in previous and concurrent courses. The field is a preparation for the student teaching experience.

**Examples of Course Components/Activities:**

1. Serving as a teacher assistant - grading, arranging bulletin boards, helping students understand assignments, taking students places in the school, gathering instructional resources, tutoring an individual or a small group.
2. Observing the clinical educator and students, and taking notes for weekly log.
4. Working with two different students; do Assessment/Instruction/Evaluation/Intervention Plans (AIEI Plan).
5. Observing in special education/services class(es).
6. Writing lesson plans. All lesson plans are to be approved by the Cooperating Teacher before they are taught.
7. Tutoring individuals and small groups (regular lessons, proficiency activities, etc.).
8. Teach some whole class lessons.
9. Making use and application of techniques, methods, and procedures learned in methods courses and field EDEC 587.
10. Writing in weekly log and using reflective thinking.

**Experience Requirements:**
The Cooperating Teacher is asked to observe the Teacher Candidate while teaching two (2) lessons, and complete the following forms on the candidate’s performance:
- Two (2) Observation Report Forms (one after each lesson observed)
- One (1) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluation

The Cooperating Teacher is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The University Supervisor will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities. Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities as well as performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.

Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.

It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for been a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate.

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**EDEC 587**

**Workshop in Teaching Multicultural Field Experience for Early Childhood (PreK-3) Bachelor’s Plus**

**FIELD HOURS:** 135 CONTACT HOURS (in 7 weeks)

**Prerequisite:** Course EDFN 586 - Effective Instruction

**Field I:** To be taken concurrently with the following course:

EDEC 561 - Language Arts & Reading Curriculum Methods

**Catalog Description:**
EDEC 587 is the first field experience in the Bachelor’s Plus Early Childhood License (PreK-3) for the Teacher Candidate. The field is a K-3 grade level experience with emphasis on literacy, and designed to be taken concurrently with a methods course. The seminars and field experiences in a multicultural setting provides the teacher education student opportunities to make decisions relating to assessment, instruction, evaluation, and intervention in their certification area with small groups, individuals or with the entire class.

**Examples of Course Components/Activities:**

1. Assisting with supervisory duties – hall, restrooms, cafeteria, library, playground (record hours on log sheets).
2. Serving as a teacher assistant – grading, arranging bulletin boards, helping students understand assignments, taking students places in the school, gathering instructional resources, tutoring an individual or a small group.
3. Observing the clinical educator and students, taking notes for daily log.
5. Planning and developing follow-up instruction/intervention lessons for individuals, groups or classes.
6. Observing in special education/services class(es).
7. Writing lesson plans based on literacy. *All lesson plans must be approved by the Cooperating Teacher before they are taught.*
8. Tutoring individuals and small groups (regular lessons, proficiency activities, etc.).
9. Teach some whole class lessons.
10. Making use and application of techniques, methods, and procedures learned in methods courses.
11. Writing in daily log and using reflective thinking.

**Experience Requirements:**
The Cooperating Teacher is asked to observe the Teacher Candidate while teaching **two (2)** lessons, and complete the following forms on the candidate’s performance:
- Two (2) Observation Report Forms (one after each lesson observed)
- One (1) Pre-CPAST Unit Key Assessment: Advanced Field Experience Pedagogy Evaluation

The Cooperating Teacher is also asked to watch for evidence of professional behavior in the Teacher Candidate as shown by promptness, proper dress, positive attitude, preparation of lessons, organization of materials, and the ability to provide necessary discipline. All these observations and evaluation forms should be discussed with the Teacher Candidate and University Supervisor, and copies given accordingly.

The University Supervisor will be responsible for visiting the Teacher Candidate in his or her placement, observing their organization and preparation for the required daily activities. Through these observations and discussions, the Supervisor will help the Teacher Candidate to identify strengths and needs in their professional activities as well as performances. The University Supervisor will be available to the Cooperating Teacher by phone or visit anytime should there be schedule changes or other situations arise.

Ashland University compensates the School District for this field experience and recommends the compensation be passed along to the cooperating teacher. Please check with your District Board Office for their procedures.

It is hoped that at the end of this experience, the Cooperating Teacher will feel a rewarding sense of accomplishment and joy for being a vital part in the training of a future teacher. Thank you for hosting our Teacher Candidate.

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**APPENDIX I**
ASHLAND UNIVERSITY • DWIGHT SCHAR COLLEGE OF EDUCATION
OFFICE OF FIELDS AND PARTNERSHIPS

*Emergency Information Form (11/16)*

- 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
Intern Name: ___________________________________ Date of Incident: _____/_____/_______

**Instructions:**
A critical incident is your personal involvement in a situation during your internship that caused increased stress or anxiety. This report is to be discussed in a seminar with your University supervisor and practice stress management strategies using a problem-solving model.

**Return to:** Your University supervisor

**INCIDENT/CONCERN:**
1. **Describe a recent stressful incident, which relates to your internship.** Try to be objective with your description.
   a. Who was involved?
   b. When and where did it occur?
   c. Exactly what happened? Describe verbal and non-verbal interchanges verbatim (gestures, posture, facial expression, etc.).
   d. What did you do?

2. **Describe your response to this incident.**
   a. How did you react?
   b. What physical manifestations of stress occurred? (i.e. Did your head ache? Did you break out in blotches? Did you perspire? Did your heart beat faster?)
   c. What emotions did you feel during and after this incident?
   d. Describe any emotions you perceived in others.

3. **Describe your efforts to deal with the stress and emotions relating to this incident.**
   a. What did you do at the time?
   b. What did you do later? (i.e. Talk to someone, exercise, eat, write it down, meditate, pray, etc.)
   c. How successful were your efforts in relieving the stress?

**OFFICE LOCATIONS:**
- Ashland Main Campus (419-289-5837) 240 Dwight Schar Bldg., 401 College Ave., Ashland, OH 44805
- Columbus Program Center (614-794-0803) 1900 E. Dublin-Granville Rd., Columbus, OH 43229
- Elyria Program Center (440-366-4080) 1005 N. Abbe Rd., UC 105, Elyria, OH 44035
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 AND PARTNERSHIPS

**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>
</table>
1. Source(s) of Data  
• Provides all needed source(s) of data, including IEPs, when appropriate.  
• Identifies students’ strengths and needs completely, including those with disabilities.  
• Provides valid and reliable data.  
• Provides dates for all data samples.  
| • Provides most data sources provided, including IEPs, when appropriate.  
• Details most strengths and needs of students established, including those with disabilities.  
• Data valid and reliable.  
• Most data samples dated.  
| • Some data sources provided.  
• Strengths and needs of students vague and/or inconsistent with data.  
• Data valid and reliable.  
• Some data samples dated.  
| • Data sources not provided.  
• Strengths and needs vague or inconsistent with data.  
• Data not valid and reliable.  
• Data samples not dated.  
• Data analysis fully establishes strengths and needs of student(s), including those with disabilities.  
• Selects appropriate state learning standard(s) and/or extended standard(s) for instruction.  
• Identifies research based strategies to maximize student learning opportunities.  
| • Data analysis establishes most strengths and needs of student(s), including those with disabilities.  
• Selects appropriate state learning standard(s) and/or extended standard(s) for instruction.  
• Mostly uses research based strategies to maximize student learning opportunities.  
| • Data analysis establishes some strengths and needs of student(s), including those with disabilities.  
• Selects some appropriate state learning standard(s) and/or extended standard(s) for instruction.  
• Uses some research based strategies to maximize student learning opportunities.  
| • Unable to analyze data to establish most strengths and needs of student(s).  
• Inappropriate selection of state learning standard(s) and/or extended standard(s) for instruction.  
• No evidence of research-based strategies to maximize student learning opportunities.  

<table>
<thead>
<tr>
<th>C. NAEYC- 5: Using Content Knowledge to Build Curriculum / ECSE- 3: Curricular Content Knowledge / CEC- 3: Curricular Content Knowledge / AMLE- B2: Middle Level Curriculum</th>
<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>• 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; <strong>AND</strong> 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; <strong>OR</strong> 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>
<td>• Not aligned with state learning standard(s) and/or extended standard(s). • Does not identify who, what, when, and/or how goal will be achieved. • Baseline data does not target expected outcomes and/or are not identified.</td>
<td></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>
<td>• No evidence of baseline data to make instructional decisions. • Instruction not aligned with state learning standard(s) and/or extended standard(s). • No evidence of research-based instructional strategies. • Limited or no evidence of ongoing assessment to monitor student progress, including those with disabilities. • No evidence of lesson revisions based on ongoing monitoring of student learning when appropriate. • Lesson plans lacks details and/or does not include how and when to monitor student learning.</td>
</tr>
</tbody>
</table>
| E. NAEYC-  
4: Using Develop. Effective Approaches,  
2: Building Family and Comm. Relationships, and  
6: Becoming a Professional /  
| Exceeds Expectations  
(3 pts) | Meets Expectations  
(2 pts) | Emerging  
(1 pt) | Does Not Meet Expectations  
(0 pt) |
| --- | --- | --- | --- | --- |
| • Comparison of pre- and post assessment provides complete evidence of growth/changes in student learning, including those with disabilities.  
• Analysis of post assessment data provides quantitative evidence of gains/changes in student learning, including those with disabilities.  
• Adjustments in instruction is completely supported by data from monitoring assessment.  
• Quantitative data completely supports growth/changes in student learning, including those with disabilities.  
• Documents/reports created use professional language, ethics, and sensitivity to diversity, including awareness of family perspectives and needs. | • Comparison of pre- and post assessment provides complete evidence of growth/changes in student learning, including those with disabilities.  
• Analysis of post assessment data provides some quantitative evidence of gains/changes in student learning.  
• Adjustments in instruction is supported by data from monitoring assessment.  
• Quantitative data mostly supports growth/changes in student learning, including those with disabilities.  
• Documents/reports created use professional language, ethics, and sensitivity to diversity, including awareness of family perspectives and needs. | • Comparison of pre- and post assessment provides weak evidence of growth/changes in student learning, including those with disabilities.  
• Analysis of post assessment data provides some quantitative evidence of gains/changes in student learning.  
• Adjustments in instruction is linked to data from monitoring assessment.  
• Quantitative data mostly supports growth/changes in student learning, including those with disabilities.  
• Documents/reports created show limited use of professional language, ethics, and sensitivity to diversity, including awareness of family perspectives and needs. | • Comparison of pre- and post assessment provides no evidence of growth/changes in student learning.  
• Analysis of post assessment data provides little or no quantitative evidence of gains/changes in student learning.  
• Adjustments in instruction supported are not supported by data from monitoring assessment.  
• Quantitative data does not support growth/learning.  
• 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. |

COMMENTS:
## Appendix M

ASHLAND UNIVERSITY • DWIGHT SCHAR COLLEGE OF EDUCATION OFFICE OF FIELDS AND PARTNERSHIPS

Cooperating Teacher Feedback Rubric 8/19

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td><strong>The Focus of Teaching and Learning</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 1: Students</strong></td>
<td>The teacher candidate understands student learning and development and respects the diversity of the students.</td>
</tr>
<tr>
<td>□ TC inconsistently plans developmentally appropriate learning experiences (1 point)</td>
<td>□ TC plans developmentally appropriate learning experiences (2 points)</td>
</tr>
</tbody>
</table>

| **Standard 2: Content** | The teacher candidate knows and understands the content area for which they have instructional responsibility. |
| □ TC recognizes learner misconceptions and errors in content (1 point) | □ TC recognizes and responds to learner misconceptions and errors (2 points) |
| □ TC uses knowledge and understanding of content-area concepts, assumptions and skills in planning and instruction (1 point) | □ TC connects content-area concepts to relevant life experiences in planning and instruction (2 points) |

| **Standard 3: Assessment** | The teacher candidate understands and uses varied assessment to inform instruction, evaluate and ensure student learning. |
| □ TC provides inaccurate and/or superficial feedback (1 point) | □ TC uses assessment data to provide meaningful feedback aligned to learning objectives (2 points) |

| **Standard 4: Instruction** | The teacher candidate plans and delivers effective instruction that advances the learning of each individual student. |
| □ TC selects and/or creates inappropriate and/or irrelevant learning experiences (1 point) | □ TC selects and/or creates learning experiences that are aligned to content standards (2 points) |
| □ TC uses instructional strategies that do not support learning objectives and content standards (1 point) | □ TC uses instructional strategies that supports learning objectives and content standards (2 points) |

| **The Conditions for Teaching and Learning** |   |
| **Standard 5: Learning Environment** | The teacher candidate creates learning environments that promote high levels of learning and achievement for all students. |
| □ TC plans for and/or creates a safe learning environment (1 point) | □ TC creates a safe and engaging learning environment that supports positive social interactions (2 points) |
| □ TC demonstrates respect for all learners (1 point) | □ TC demonstrates respect for and responsiveness to individual learners (2 points) |

| **Teaching as a Profession** |   |
| **Standard 6: Collaboration and Communication** | The teacher candidate collaborates and communicates with students, parents, other educators, administrators and the community to support student learning. |
| □ TC collaborates with colleagues (1 point) | □ TC collaborates with colleagues to support learner growth and development (2 points) |

| **Standard 7: Professional Responsibility and Growth** | The teacher candidate assumes responsibility for professional growth, performance and involvement as individuals and as members of a learning community |
| □ TC accepts feedback (1 point) | □ TC accepts, reflects upon, and uses feedback to adapt practice (2 points) |