COURSE REQUEST
4191.03 - Status: PENDING

Last Updated: Wheaton, Joe Edward
01/27/2013

Term Information

Effective Term
Summer 2013

General Information

Course Bulletin Listing/Subject Area
Educ Sts: Special Education

Fiscal Unit/Academic Org
School/Educ Policy & Leadership - D1280

College/Academic Group
Education & Human Ecology

Level/Career
Undergraduate

Course Number/Catalog
4191.03

Course Title
Student Teaching in Special Education: Moderate/Intensive

Transcript Abbreviation
Stu Tch: Mod/Inten

Course Description
Student teaching for Special Education students in moderate/intensive intervention.

Semester Credit Hours/Units
Fixed: 12

Offering Information

Length Of Course
14 Week

Flexibly Scheduled Course
Never

Does any section of this course have a distance education component?
No

Grading Basis
Satisfactory/Unsatisfactory

Repeatability
No

Course Components
Field Experience

Grade Roster Component
Field Experience

Credit Available by Exam
No

Admission Condition Course
No

Off Campus
Never

Campus of Offering
Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Permission of instructor.

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
13.0402

Subsidy Level
Baccalaureate Course

Intended Rank
Senior

Quarters to Semesters
Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

he Edu PAES 4191.10 is being split into the specialties of special education so the correct specialization is on the transcript, which is needed for licensure documentation.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

• Assess and program instruction for diverse learners, manage classroom procedures and routines, monitor progress of individual students, complete a behavior change plan, develop IEP goals and objectives

Content Topic List

• Classroom and behavior management
• Write lesson plans
• Write a behavior management plan
• Deliver whole class and individualized instruction
• Assessment and progress monitoring
• Supervised teaching
• Collaborating with teachers
• Communicating with parents

Attachments

• student teaching handbook 2013.pdf: Student Teaching Handbook
(Other Supporting Documentation. Owner: Wheaton, Joe Edward)

• ES SPED Student Teaching - Moderate-Intensive.docx
(Syllabus. Owner: Wheaton, Joe Edward)

Comments

• sent back for revision per department (by Odum, Sarah A. on 01/24/2013 09:50 AM)

Workflow Information

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<th>Status</th>
<th>User(s)</th>
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<th>Step</th>
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<td>01/23/2013 05:06 PM</td>
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<td>01/23/2013 05:09 PM</td>
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<td>Odum, Sarah A.</td>
<td>01/24/2013 09:51 AM</td>
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<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>01/27/2013 11:23 AM</td>
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Course Syllabus
ESSPED 4191.03: Student Teaching in Special Education: Moderate/Intensive (12 Credits)
Spring Semester, 2013
Seminars: Wednesdays 5:00-7:45 p.m.      Room: PAES Computer Lab

Instructor: Kristall Day, Ph.D., BCBA  Office: A359 PAES Building
Phone: 614-599-8901 (cell)  Fax: 614.292.4255
Email: day.368@osu.edu  Office Hours: By appointment

1.0 Course materials and information are posted on Carmen. Please be sure check this site often: http://carmen.osu.edu/

2.0 Course Description/Rationale
See Student Teaching Handbook.

3.0 Knowledge, skills, and dispositions
See Student Teaching Handbook.

4.0 Relationship to Other Courses/Curricula
The student teaching experience is the culminating practicum for students seeking licensure in special education at The Ohio State University. Eligibility for student teaching is contingent on completion of all prerequisite course work within their program of study with a minimum GPA of 3.0 and no grade lower than C- in major program of study courses.

5.0 Off-Campus Field Experience
Candidates will be assigned to student teach full-time in a special education classroom under the supervision of an experienced mentor teacher and a university supervisor.

6.0 Diversity
The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

7.0 Technology
Candidates will be exposed to technology in a variety of ways. Candidates will be required to access a web-based course management system (i.e., Carmen) to download course materials and to participate in on-line discussions. In addition, candidates will be expected to demonstrate teaching strategies that use various technologies, when appropriate. Candidates are also required to complete the Teacher Performance Assessment (TPA), which includes videotaping of instructional sessions and editing within Moviemaker software.
8.0 Topical Outline/Course Calendar- Due dates are subject to change based on the instructor’s discretion. The instructor will make changes based on the best interest of the class and all changes will be communicated in writing.

<table>
<thead>
<tr>
<th>Date</th>
<th>To Prepare for Class Today:</th>
<th>Topics/Tasks for Today’s Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• Bring syllabus to class</td>
<td>• Reflection &amp; Discussion on First Days in Placement with supervisors</td>
</tr>
<tr>
<td>Jan. 9th</td>
<td></td>
<td>• Team Building</td>
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<td>• TeachOhio Registration Information</td>
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<td></td>
<td></td>
<td>• Introduction to TPA</td>
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<td>• Work session: IEP Key and Classroom Management Plan</td>
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<tr>
<td>Session 2</td>
<td>• Completed classroom management plan should be in your binder</td>
<td>TPA Task 1: Planning</td>
</tr>
<tr>
<td>Jan. 16th</td>
<td>• Completed IEP key should be in your binder</td>
<td>Supervisor meeting: discuss the identified target learners and learning tasks.</td>
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<td>Lecture topic:</td>
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<tr>
<td></td>
<td></td>
<td>• Gaining consent</td>
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<td></td>
<td>• Context for Learning</td>
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<td></td>
<td></td>
<td>• Baseline data</td>
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<td></td>
<td></td>
<td>• Lesson objectives</td>
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<tr>
<td>Session 3</td>
<td>• Bring signed consent forms</td>
<td>TPA Task 1: Planning</td>
</tr>
<tr>
<td>Jan. 23rd</td>
<td>• Bring relevant information for target learners (including I.E.P.’s to class) and Focus learner(s) information (Pg. 14)</td>
<td>Supervisor meeting: discuss and get supervisor/ peer feedback on baseline data and lesson objectives</td>
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<td></td>
<td>• Bring completed Context for Learning Information (Pg. 13)</td>
<td>Lecture topic:</td>
</tr>
<tr>
<td></td>
<td>• Bring completed Knowledge of Focus Learner(s) to Inform Teaching of the Lesson Segment (Pg. 14)</td>
<td>• Developing 3-5 lesson plans for your learning segment</td>
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<tr>
<td></td>
<td>• Bring baseline data that you obtained or collected for knowledge and skills related to BOTH learning targets</td>
<td>• Analyzing language/ communication demands for one task</td>
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<td>• Bring a draft of lesson objectives for BOTH learning targets that can be achieved in a 3-5 lesson segment</td>
<td>• Writing lesson plans for your learning segment</td>
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<tr>
<td>Session 4</td>
<td>• Bring academic content standards that are relevant to your learning segment</td>
<td>TPA Task 1: Planning</td>
</tr>
<tr>
<td>Jan. 30th</td>
<td>• Bring focus learners’ I.E.P.’s</td>
<td>Supervisor meeting: discuss and get supervisor/ peer feedback on draft lesson plans</td>
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<td>• Bring a draft of your 3-5 lesson plans for your learning segment</td>
<td>Lecture topic:</td>
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<tr>
<td></td>
<td>• Bring supporting materials for your draft lessons (assessment tools, data collection procedures,</td>
<td>• Supporting Learning</td>
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<td></td>
<td></td>
<td>• Supporting Language/ Communication for Access and Performance</td>
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<td></td>
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<td>• Monitoring Learning</td>
</tr>
</tbody>
</table>
| Session 5  | Feb. 6<sup>th</sup> | • Bring completed Supporting Learning document (Pg. 14)  
• Bring completed Supporting Language/Communication for Access and Performance (Pg. 15)  
• Bring completed Monitoring Learning document (Pg. 16)  
TPA Task 1: Planning- Conclusion  
TPA Task 2: Instruction  
Supervisor meeting: discuss and get supervisor/peer feedback on draft documents  
Lecture topic:  
• Identifying lessons to video record  
• Video recording lessons |
|---|---|---|
| Session 6  | Feb. 13<sup>th</sup> | Submit Task 1 assignments for grading (Remember, you must receive a minimum of a 3 rating on the rubrics to meet the requirements)  
• Bring sample video recordings of your teaching to check for audio and visual quality (do not use your planned learning segment for this, but make sure you have consent for the students you record)  
TPA Task 2: Instruction  
Supervisor meeting: view sample videos and check for audio/visual sound quality  
Lecture topic:  
• Video recording lessons |
| Session 7  | Feb. 20<sup>th</sup> | • Begin video recording your lessons for submission  
• Bring video recordings to class  
TPA Task 2: Instruction  
Supervisor meeting: view videos and discuss content  
Lecture topic:  
• Video recording lessons  
• Instruction commentary |
| Session 8  | Feb. 27<sup>th</sup> | • Finish video recording lessons for submission  
• Bring video recordings to class  
• Bring draft of Instruction Commentary items 1 through 4 (Pg. 24)  
TPA Task 2: Instruction  
Supervisor meeting: view videos and discuss content  
Lecture topic:  
• Instruction commentary |
| Session 9  | March 6<sup>th</sup> | • Finish video recording lessons for submission  
• Bring draft of Instruction Commentary items 5 through 7 (Pg. 25)  
TPA Task 2: Instruction  
Supervisor meeting: view videos and discuss content; discuss and receive feedback from supervisors/peers on Instruction commentary  
Lecture topic:  
• Video editing work session |
| March 13<sup>th</sup> | Students are required to attend one of the two work sessions. These work sessions will be counted as part of your attendance for seminar.  
• OSU Spring Break  
• Work session  
TPA Task 2: Instruction  
Supervisor meeting: view videos and discuss content; discuss and receive feedback from supervisors/peers on Instruction commentary  
Lecture topic:  
• Video editing work session |
| Session 10  | March 20<sup>th</sup> | Students are required to attend one of the two work sessions. These work sessions will be counted as part of your attendance for seminar.  
• School Districts Spring Break  
• Work session  
TPA Task 2: Instruction  
Supervisor meeting: view videos and discuss content; discuss and receive feedback from supervisors/peers on Instruction commentary  
Lecture topic:  
• Video editing work session |
<table>
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<tr>
<th>Session 11</th>
<th>March 27th</th>
<th>Submit Task 2 assignments for grading (Remember, you must receive a minimum of a 3 rating on the rubrics to meet the requirements)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>TPA Task 3: Assessment</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Supervisor meeting:</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Lecture topic:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Using baseline data, daily assessment record, and final assessment to analyze progress of focus learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Daily assessment records</td>
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<tr>
<td></td>
<td></td>
<td>- Learner work samples</td>
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<td></td>
<td></td>
<td>- Documentation of feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Assessment commentary</td>
</tr>
</tbody>
</table>

| Session 12 | April 3rd  | **- Bring baseline data, daily assessment record, and final assessment**                                                                                                                          |
|            |            | **- Bring learner work samples and draft analysis**                                                                                                                                               |
|            |            | **- Bring documentation of feedback**                                                                                                                                                            |
|            |            | **- Bring completed Assessment Commentary items 1 and 2**                                                                                                                                       |

| Session 13 | April 10th | **- Bring completed Assessment Commentary items 3 and 4**                                                                                                                                          |
|            |            | **- Bring all TPA documents for the semester**                                                                                                                                                     |

| Session 14 | April 17th | ***Submission final TPA portfolio***                                                                                                                                                              |
|            |            | **Supervisor meeting:** TPA presentations                                                                                                                                                          |

| Session 15 | April 24th | **- Bring final TPA portfolio**                                                                                                                                                                   |
|            |            | **Supervisor meeting:** TPA presentations                                                                                                                                                          |

9.0 Course Requirements/Evaluation

**Requirements:**

9.1 Classroom management plan. During your second week of student teaching, you must have a classroom management plan in your binder. The classroom management should include the rules for the classroom, the procedures and routines, and the consequences. This plan can be one that you have devised or it can be one that the mentor teacher has in place. The template for the plan will be posted on Carmen.
9.2 **IEP key.** During your first week of student teaching, you are expected to go through your students’ IEPs and create a “key.” A template for this key will be provided for you on Carmen. A copy of it should be kept in your binder and available to your supervisor the second week of school.

9.3 **University supervisor observations.** Your university supervisor will complete a minimum of six observations over the semester. You will not be scored on the first observation; this initial visit is meant to provide you with early feedback and direction for the semester. Each of the remaining five visits will be scored using the 30-point rubric in your handbook. The first four of these will be averaged together to give you one score, and the fifth will stand alone as a score.

9.4 **Mid-Term/Final Observations:** You must participate in the mid-term and final observation conferences. **You must receive an average score of 3 from your supervisor in each area on the student teaching final observation to pass student teaching.**

9.5 **Seminar participation.** You will receive a passing credit for each seminar for attendance and active participation. In order to receive passing credit, you must be on time and stay for the entire duration of the class. **Please note: Missing more than one seminar could result in a failing score in this area, which will result in a failing grade for student teaching.**

9.6 **Educational Philosophy:** During the 4th week of the semester, you may write a 1-page education statement that describes your philosophy of special education. The rubric for this is in the Student Teaching Handbook. This is optional for those who want feedback.

9.7 **Teacher Performance Assessment.** You will be expected to complete the TPA and post it on TK20 portfolio. **A passing score on the TPA is required to pass student teaching.** You must receive a minimum of a “3” rating on every TPA rubric on the first attempt to receive a passing grade for this requirement.

### Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom management plan</td>
<td>Pass/ Fail</td>
</tr>
<tr>
<td>IEP key</td>
<td>Pass/ Fail</td>
</tr>
<tr>
<td>Education Statement</td>
<td>Optional</td>
</tr>
<tr>
<td>University supervisor observations (average of first four observations plus fifth observation)</td>
<td>60 points</td>
</tr>
<tr>
<td>Seminar participation</td>
<td>Pass/ Fail</td>
</tr>
<tr>
<td>Final Observation</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>TPA (3 points X 15 rubrics)</td>
<td>45 points</td>
</tr>
</tbody>
</table>

**TOTAL:** 105 points

You must receive 85% on the assignments with assigned point values and a “Pass” on all Pass/ Fail assignments to successfully complete student teaching.

10.0 **Text/Required Materials**

10.1 Binder with five sections

10.2 Student teaching handbook
10.3 TPA handbook

11.0 Statement of Student Rights
Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations. Please be sure your disability is documented at the Office for Disability Services (614-292-3307) in room 150 Pomerene Hall.

12.0 Academic Dishonesty
Academic dishonesty will not be tolerated in this course. All cases of suspected academic dishonesty will be formally referred to the University’s Committee on Academic Misconduct.

13.0 Other Information
13.1. Please refer to the student teaching handbook when you have questions.
13.2. All work (e.g., lesson plans, data sheets, letters to parents, etc.) should of professional quality.
13.3. The university supervisors and I will communicate with you through OSU email. It is your responsibility to check this email on a regular basis. Please forward your OSU email to the email address you use most frequently.
13.4. The instructor reserves the right to make adjustments to the assignments, grading procedures, or calendar. A change will only be made when the instructor feels the change will be in the best interest of the students in the class. Changes to the syllabus will be explicitly described to students in class and posted on Carmen as announcements.
13.5. As a student teacher, you are expected put forth a great deal of effort and to take responsibility for your learning. However, grades are based on performance, not effort. Although hard work is admirable, it is not what will determine your grade. Instead, your grade will be based on your mastery of teaching competencies as defined by predetermined performance standards. These standards will be made conspicuous to maximize your ability to earn a good grade, and more importantly, to acquire the knowledge and skills to be an effective special education teacher.
Special Education
Student Teaching Handbook

School of Physical Activity and Educational Services
College of Education and Human Ecology
The Ohio State University

Student Teacher Contact Information

Last updated on 1/2/13
Instructions: During your first week of student teaching, complete this form and make copies and distribute to your mentor teacher and university supervisor.

Name: _______________________________________________
Home Phone: __________________________________________
School Phone: _________________________________________
Cell: _________________________________________________
Email address:__________________________________________

*********************************************************

Mentor Teacher Contact Information

Name: _______________________________________________
School/Room Number: _________________________________
School Phone: _________________________________________
Home Phone: _________________________________________
Cell: _________________________________________________
Email Address:_________________________________________

*********************************************************

University Supervisor Contact Information

Name: _______________________________________________
Home Phone: _________________________________________
Cell: _________________________________________________
Email Address:_________________________________________
GENERAL INFORMATION
Eligibility for Student Teaching

The student teaching experience is the culminating practicum for students seeking licensure in special education at The Ohio State University. Upon successful completion of this experience and the Praxis examination, and approval through Federal Bureau of Investigation (FBI) and Bureau of Criminal Investigation (BCI) checks, students are eligible to apply for a teaching credential.

For any student to register for the student teaching experience, he or she must meet the following conditions:

- Be enrolled as a student at The Ohio State University, and be of good academic standing within the University. A student is not eligible if he or she is not enrolled, is inactive, is on probation, has an overall grade point average below minimum levels for the college (2.75), or has been dismissed.

- Have completed all requisite course work within their program of study with
  (a) a minimum GPA of 3.0, and
  (b) no grade lower than C- in major program of study courses.

- Have demonstrated consistent professionalism throughout his or her enrollment. The following serves as evidence of professionalism: punctuality for class attendance, appointments, and former practicum experiences; a history of appropriate social interactions with faculty, staff, students, and school and/or community practicum supervisors or coordinators.

Deficiencies in any of the areas mentioned above must be reconciled before permission to enroll in student teaching can proceed. Students who are denied permission to enroll in student teaching, but who believe an error has occurred in determining their status relative to the abovementioned policy can file an appeal this decision.

Registration for Student Teaching

Student Teachers should register for 12 credits of student teaching.

Student Teaching Placement Process

Many factors determine how a placement is chosen. First, student teaching can only occur in districts that are part of the exchange of services agreement between the College of Education and Human Ecology and the school district. Second, efforts are made to identify sites that match the philosophy and objectives of the particular licensure program (e.g., early childhood special education, mild/moderate disabilities, moderate/intensive disabilities) in which the student is participating.

Placement officials identify possible student teaching sites in which:

1) best practices for teaching, management, and service delivery are modeled,
2) school administrators and fellow teachers identify the Mentor Teacher as a “master teacher,” and
3) the Mentor Teacher is certified to teach special populations.

Steps in the Placement Process:

1) The Coordinator identifies the students who will be completing student teaching by recruiting information from SpEdChat.
2) After a complete list has been constructed, an email is sent to all Student Teachers to request their preferences for placement. Preferences are only considered for the grade level (Pre-K, Elementary, Middle School, High School) or a specific Mentor Teacher.
3) After compiling this information, the Coordinator provides it to the individual in the College of Education and Human Ecology who is responsible for contacting the districts and confirming placements.

4) After all placements have been confirmed, the Coordinator contacts the Student Teachers to inform them about their placement.

Changes in Student Teaching Placements

Occasionally, changes of placement are necessary. The university or the school district may request the removal of a Student Teacher from the field setting after discussing the pertinent circumstances with all parties. If a change of placement is necessary, a Student Teacher can request a change of placement by filing a petition in the Office of Outreach and Engagement in the College of Education and Human Ecology.

Career and Placement Services

Career and Placement Services helps place OSU graduates in professional positions. Each Student Teacher should complete a placement file during his or her student teaching experience. There is a small fee to register with Career and Placement Services.

Application for Professional Licensure

To apply for licensure, students should complete the Ohio Department of Education Licensure application. The application along with a check or money order is submitted to the Licensure Specialist for the College. Upon completion of Student Teaching and all other requirements for graduation, the Section Head sends a list of students eligible for licensure to the Licensure office. The applications are then submitted to the Ohio Department of Education.

Liability Insurance

The University does not provide liability coverage for Student Teachers. Student Teachers are strongly encouraged to purchase liability insurance through the Ohio Student Education Association or through the Council for Exceptional Children.
STUDENT TEACHING POLICIES
Student Teaching Policies

1. Attendance
Full participation in student teaching is mandatory. Student Teachers are to be present in the classroom for each scheduled day of student teaching and for all scheduled seminar activities. Absences are not permitted during student teaching except for serious personal illness or death in the immediate family. In such situations, the Mentor Teacher and OSU Supervisor should be notified immediately (whenever possible, prior to 7:00 a.m. the day of the absence), since adjustments within the classroom will need to be made. The Student Teacher may be required to arrange to make up any time missed during student teaching.

With advanced approval of the Mentor Teacher and the OSU Supervisor, the Student Teacher may be excused to attend professional or college meetings and professional job interviews. All Student Teachers are excused from student teaching to attend the TeachOhio Job Fair held on OSU’s campus each spring.

Student Teachers may be responsible for supplying the Mentor Teacher with any lesson plans and materials for lessons they were scheduled to teach the day(s) of the absence(s). This is the prerogative of the Mentor Teacher, so the Student Teacher should inquire at the beginning of the placement about the Mentor Teacher’s preference. Excessive absences for any reason will result in failure of student teaching or an incomplete coupled with an extension of student teaching. Absences will be defined as excessive by the Mentor Teacher, OSU Supervisor and Coordinator.

Student Teachers complete a minimum of 35 hours per week in their placements. This means that student teachers are at their schools all day, every day. Student Teachers are expected to discuss their schedules with the Mentor Teacher at the beginning of the placement, and to follow the Mentor Teacher’s daily schedule (including any assigned lunch, bus, or playground supervision). Student Teachers are also expected to attend faculty meetings, parent-conference days, in-service days, open houses, etc. that occur within their weekly student teaching hours. The Student Teacher should inquire about these activities at the beginning of the placement and make arrangements to be involved in as many as possible.

2. Calendar
In some districts, vacation, professional, and emergency days may occur on different dates than at Ohio State. Within the academic semester, Student Teachers follow the calendar of the cooperating school district to which they have been assigned, not the OSU calendar. Student Teachers must obtain a calendar from his/her Mentor Teacher at the beginning of the placement and are required to adhere to the school’s schedule.

3. Transportation
Special accommodations cannot be made for Student Teachers who do not have their own cars. It is the Student Teacher’s responsibility to locate his/her own transportation to and from assigned schools.

4. Observation of Student Teaching
OSU Supervisors will make observations of Student Teachers approximately six to seven times during the semester (exceptions may be made due to excessive calamity days or other exigent circumstances). As a professional courtesy, the Student Teacher should be aware of when observations will occur. It is the Student Teacher’s responsibility to provide his/her supervisor with a weekly schedule that includes times that would be inappropriate for an observation (e.g. class field trips, school-wide assembly). Student Teachers should have a copy of their lesson plans available as well as any other materials requested by the OSU Supervisor. (A sample lesson plan format can be found in the Appendix B). The Student Teacher should complete lesson plans that are consistent with the practices of the Mentor Teacher, and this should be discussed with the OSU Supervisor at the first classroom visit.

5. Substitute Policy
It is the policy of The Ohio State University’s College of Education that Student Teachers are not to be used as substitutes for employed teachers. The Student Teacher may teach when the Mentor Teacher is temporarily out of the classroom, but may not serve as a paid substitute teacher. In emergency situations, Student Teachers should
always consider the safety and well being of the children first and adhere to the fundamental ethical principle of “Do no harm.” That is, if an emergency arises where the Mentor Teacher is incapacitated or unable to supervise the children, the Student Teacher should ensure the safety of the children by remaining with them and supervising them until an appropriate substitute can be located. If a Student Teacher is asked to serve as a paid substitute, the Student Teacher should notify his/her Supervisor and the Coordinator immediately.

6. Problems and/or Grievances
Should problems or grievances develop during the student teaching experience, the Student Teacher should discuss them with the Mentor Teacher and OSU Supervisor as soon as possible. The Student Teacher is encouraged to discuss professional problems at any time with his/her Mentor Teacher, OSU Supervisor, and then the Coordinator, in that sequence. If the student is unable to resolve his/her differences with these individuals, the student may then file a grievance using the University’s procedures.

7. Compliance with District and School Policies
The Student Teacher is required to adhere to the policies of the school district where he/she has been assigned to student teach. This applies to behavior that is expected of teachers before, during, and after school hours.

8. University Seminars
Student Teachers are required to attend student teaching seminars, which are scheduled weekly. Student Teachers will be given a schedule of seminars by the Coordinator. The Coordinator should be informed in advance if an absence is necessary.

9. Strikes and Work Stoppages
If the school district to which a Student Teacher is assigned is subject to a strike or work stoppage, the Student Teacher will not report for duty or be in or near the building of assignment.

10. Withdrawal
If a Student Teacher finds it necessary to withdraw from student teaching after the semester starts, consultation with the Mentor Teacher, OSU Supervisor, and faculty advisor should occur. The Coordinator should be informed of the decision to terminate student teaching. Additionally, the Office of Outreach and Engagement in the College of Education and Human Ecology must be informed.

11. Holding an Outside Job While Student Teaching
It is strongly recommended that Student Teachers not hold outside jobs while student teaching. Student teaching is a full-time professional internship. If it is absolutely necessary to maintain a part-time job, the hours should be kept to a minimum. If working is a necessity, it is recommended that Student Teachers consider postponing student teaching for a semester to work full-time to save money for expenses incurred during the student teaching semester. The Student Teacher should inform his/her faculty advisor, the OSU Supervisor, and the Coordinator if he or she is employed during student teaching terms.

12. Professional Dress While Student Teaching
Student Teachers should follow the dress code, both written and unwritten, of the school or school district in which they are placed. As a general rule, dress and appearance should not distract from teaching. If in question, it is recommended that the Student Teacher err on the side of formality rather than dress too informally. This is especially important for secondary Student Teachers, who are generally much closer in age to those students whom they teach.

13. References in Student Academic and Career Center
At the end of the student teaching semester, the supervisor will complete a written evaluation of the experience that will be placed in the Student Teacher’s credential file. Student Teachers are responsible for asking their Mentor Teacher to write a reference.

14. Grading System for Student Teaching
Student teachers will receive a grade of S or U for their student teaching experience. Grades are based on the OSU Supervisor’s observations, feedback from Mentor Teachers, written final evaluations from the Mentor Teacher and
the OSU Supervisor (see Appendix C for all evaluation forms), attendance and participation at seminars, and the acceptability of the Student Teacher’s assignments.

15. At-risk Student Teachers
It is assumed that students who reach the point in their programs where they are ready to student teach will be successful at the experience. However, sometimes Student Teachers struggle to find success in their placements. Factors that place a student at risk for failing student teaching include the following: unsatisfactory ratings on observations; unprofessional dress; unprofessional behavior toward children, Mentor Teachers, teachers in a school building, other Student Teachers, and/or OSU Supervisors (e.g., unresponsiveness to feedback, refusing to implement lessons as directed by a Mentor Teacher, leaving children unattended); arriving late to or leaving early from student teaching; excessive absence from student teaching or seminars; lack of progress on or inadequate preparation of the assignments. (NOTE: This list is not exhaustive and should not be interpreted as the only reasons a student may be identified as at-risk for failing student teaching.)

If a student is identified as being at-risk for failing student teaching at any point during the semester, the following steps will be taken:

1) At the first indication of unsatisfactory performance, the OSU Supervisor will discuss the performance limitations with the Student Teacher and will inform the Coordinator.
2) If the limitations continue to occur post-discussion, the Student Teacher will be notified by his/her OSU Supervisor that he/she is at risk for receiving an unsatisfactory final grade for student teaching. The Coordinator will also be notified.
3) The OSU Supervisor will inform the student about the behaviors that need to be demonstrated by the Student Teacher to earn a satisfactory grade. This information will be as specific as possible to be helpful for the student to remediate the performance limitations that resulted in the circumstances that placed him/her “at risk.”
4) The Student Teacher, Mentor Teacher, and OSU Supervisor will reach agreement about the aspects of his/her performance that need to be addressed in order to earn a passing grade and to determine the assistance that will be provided to help the student meet performance expectations. The Coordinator will be informed as each step in the remediation process is addressed.
5) It may be necessary for the Student Teacher to receive increased supervision visits to provide increased opportunities for feedback. It is possible that the Coordinator or the student’s faculty advisor will participate in some of these observations.
6) If the student’s performance remains unsatisfactory after several attempts to remediate the performance limitations have occurred (as determined by the Supervisor in collaboration with the Mentor Teacher), the student will not receive a passing grade and the student teaching experience will be terminated.

A student who does not attain a passing grade in student teaching should meet with the Coordinator and his/her faculty advisor to discuss the student’s options for completing licensure and his/her degree program.

16. Removal from Student Teaching
A Student Teacher may be removed immediately from a student teaching placement at any time during the semester if he or she displays any behavior that would normally result in the suspension of a teacher from his or her job. This might include (but is not limited to) attending student teaching or seminar while intoxicated or under the influence of illicit drugs or displaying extremely unprofessional behavior, abuse, or gross negligence either during student teaching or outside of student teaching.
THE ROLE AND RESPONSIBILITIES OF THE STUDENT TEACHER
Introduction

Student Teachers begin their experiences as an observer in their assigned classrooms. During this time, Student Teachers should work closely with their Mentor Teachers to learn the IEP goals of the students, the objectives, lesson planning style, and evaluation procedures of the mentor, and the strengths and limitations of individual students.

As Student Teachers demonstrate the ability to assume more responsibility, the assignments for designing and directing learning activities will be increased. It is recommended that Student Teachers have the opportunity to observe lessons being taught in each area of the curriculum before they teach the topic independently. This transfer of teaching should be scheduled so Student Teachers are in complete charge of the classroom for a minimum of 10 weeks. If a Student Teacher demonstrates the competence and initiative necessary to assume complete classroom responsibilities earlier, he/she is encouraged to do so. If a Mentor Teacher does not recommend that a Student Teacher take charge of the classroom after the fifth week, a three-way conference (among the Student Teacher, Mentor Teacher, and OSU Supervisor) will be convened to discuss the situation.

Inclusion settings: If your mentor teacher collaborates with other teachers in the general education classroom, you will be expected to take over his/her role. You should begin working to establish relationships with those teachers during the first week of your experience.

Expected Competencies of Student Teachers

This student teaching experience is an opportunity for students to further develop and demonstrate teaching, management, and professional competencies acquired during the teaching preparation program. Student Teachers are expected to demonstrate these competencies in daily work in the assigned school. Student Teachers will provide some evidence of these competencies in their assignments.

The following competencies are expected of Student Teachers:

**Professionalism** (CEC Standards: CC8: K1-2, S1, 2, 4, 6, 8; see Appendix E for CEC standards)

- Adhere to the policies and philosophies of the hosting school and district where assigned to student teach.
- Keep confidences and respect the rights of others at all times.
- Secure information pertaining to legal responsibilities for the classroom.
- Maintain a positive attitude and develop a positive learning environment for the children within the classroom and school setting.
- Demonstrate a positive regard for the culture, religion, gender and sexual orientation of individual learners.
- Be responsible, courteous, and dependable.
- Professional dress is expected of all Student Teachers. Maintain a neat, clean, and appropriate appearance.
- Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or colleagues.
- Use copyrighted educational materials in an ethical manner.

**Teaching and Management** (CEC Standards CC4: S2, 4, 5, 8; CC:5 S2, 4, 6; CC:6, S1)

- In accordance with the standard practices of the Mentor Teacher, develop unit plans and daily lesson plans that are approved by the Mentor Teacher and reviewed by the OSU Supervisor.
- Teach learners using effective instructional techniques. Incorporate evaluation, planning, and management procedures that match learner needs with the instructional environment.
- Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences.
- Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.
- Employ disciplinary measures, which conform to the instructions of the Mentor Teacher.
- Take the initiative in asking for suggestions and, having received them, either put them into practice or discuss them with the Mentor Teacher. Remember the Mentor Teacher has final authority in the classroom.
• With guidance from the Mentor Teacher, develop a behavior management plan that will be in effect while you are teaching. Know your behavior management plan. Have rules displayed in the classroom. Be sure both you and the learners know what is expected.
• Demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptional learning needs.
• Design, structure, and manage daily routines effectively, including transition times.

Suggestions for an Effective Student Teaching Experience

Prepare in advance
Student Teachers should…
• Contact the Mentor Teacher and arrange a visit to the school to meet the principal and Mentor Teacher(s)/Obtain a copy of the school handbook and any other pertinent materials. Student Teachers should make an effort to get to know the school policies and procedures at the beginning of their student teaching experience. Student Teachers should not wait until the day they are to report to school to make contact with their teachers.
• Learn about the community and the people who live there.
• Become acquainted with the curriculum, textbooks, materials, and instructional techniques that are being used for the specific subject(s)/grade(s) to which they have been assigned.
• Determine how the OSU Supervisor will be involved, and have a clear understanding of what the supervisor will expect from them. Primarily this can be accomplished by:
  a. becoming thoroughly acquainted with this Handbook
  b. attending the orientation seminar conducted by the Coordinator and staff
  c. setting up a meeting with the OSU Supervisor to discuss observation and assignments.

Learn from the Mentor Teacher
Student Teachers should…
• Be mindful that a student teaching position is much like an apprenticeship within the assigned school setting. Student Teachers should recognize and respect the feedback and suggestions of the Mentor Teacher and the school administration.
• Be cognizant that the Mentor Teacher is in legal control of the classroom and is legally responsible for it. Thus, the Mentor Teacher may have specific requirements/activities for you to complete to meet his/her goals and objectives for the year.
• Accept the Mentor Teacher’s decisions and respect his/her opinions concerning the materials and methods by which they are to be presented.
• Schedule time for frequent conferences with the Mentor Teacher. It is recommended that Student Teachers make it standard practice to meet briefly with their Mentor Teachers prior to leaving each day. The “check-in” time prior to departure ensures that a smooth transition is made at the end of the day, and provides a time when the Mentor Teacher can provide feedback.
• Practice acceptance of constructive feedback, and recognize that the Mentor Teacher is eager to see his/her Student Teacher succeed.
• Support the Mentor Teacher in matters of school discipline.
• Show a willingness to assume teaching responsibility.
• Establish a procedure for reviewing lesson plans with the Mentor Teacher.
• Give credit to the Mentor Teacher for assistance rendered.
• Understand that to resolve problem situations, Student Teachers should begin with the Mentor Teacher.
• Participate in non-classroom activities in which the Mentor Teacher has some responsibility.

**Focus on teaching the learners**
Student Teachers should…

• Have student achievement as their main concern.

**Focus on continual improvement**
Student Teachers should…

• Not demand perfection, but instead work on continual performance improvement.
• Continually reflect on and evaluate each teaching experience. Student Teachers should determine what went well, what needs to be improved, and how they can be more effective next time.

**Focus on student teaching**
Student Teachers should…

• Avoid overloading themselves with additional responsibilities such as work during their student teaching experience. The amount of outside work Student Teachers undertake during the student teaching experience has a direct relationship to their effectiveness as a teacher. Teaching is a responsibility that must come first. The obligation to the education of school students cannot be taken lightly; therefore, responsibilities other than teaching should be to a minimum.

**Suggestions for the First Day/Week**

Although student teaching responsibilities will increase gradually during the first few weeks of the semester, it is extremely important to begin interacting with the students from the first day in the classroom. Ideally, the students should not perceive the Student Teacher as a person who sits in the back of the room observing. Instead, students should see the Student Teacher assuming an active role in the classroom, even on the first day. Student Teachers should take the initiative to ask the Mentor Teacher how to participate and/or suggest responsibilities to be undertaken immediately. Listed below are suggested activities for which Student Teachers could begin taking immediate responsibility:

- Praising and interacting with students contingent on appropriate social and academic performance
- Distributing and collecting materials from learners
- Taking attendance
- Correcting papers
- Reading announcements
- Helping individual learners with assignments
- Escorting elementary children to the lunchroom, playground, restroom, or special classes
- Reading a story or conducting a sharing period in an elementary classroom
- Writing necessary material on the board

Student Teachers should do observations of the Mentor Teacher as well as other teachers in the building (as schedules allow). Student Teachers may wish to consider observing their students in art, music, or physical education to see how they interact with different teachers. The purpose of observing is to see how experienced teachers manage classroom responsibilities. Therefore, a critical part of observation is its subsequent analysis. Each time a Student Teacher observes another teacher, he or she should take notes and record questions to talk about with the teacher after the observation.
**Suggested Weekly Sequence**

When Student Teachers begin teaching, they are required to submit written lesson plans to their mentor teacher. The lesson plans will be placed in the lesson plan section of the student teaching binder.

The following sequence is a suggestion for structuring the student teaching experience. Individual Student Teachers, their Mentor Teacher, and their OSU Supervisors may find that the pace is too slow or proceeds too quickly. The list can and should be modified according to individual needs. However, Student Teachers should initiate a meeting with their Mentor Teachers to formulate a rough plan (such as the one suggested below) for how and when the Student Teacher will assume responsibility for classroom activities.

**Week One:**
- Get the student teaching binder organized:
  - Make dividers for binder.
  - Complete classroom management plan, and place in binder.
  - Complete the list of IEP objectives and place in binder.
- Implement the Week One activities described above.
- Become familiar with building staff and resources.
- Learn school policies and procedures as stated in the school handbook.
- Obtain a course of study for subjects taught in your class and become familiar with the objectives. Become familiar with the IEP goals and objectives for all learners in the class.
- Observe the Mentor Teacher and others in the building.
- Schedule a daily time for planning and evaluating the events of the day with Mentor Teacher.
- Make a list of questions for the Mentor Teacher and supervisor.
- Plan to incorporate whatever instructional technology is available into teaching.
- During classroom observations, begin formulating a list of student strengths and limitations. During interactions with students, praise appropriate social and academic performance.

**Weeks Two-Four**
- Begin teaching small and large group lessons, gradually increasing the number of lessons each week. Write a lesson plan for every lesson you teach. Keep these in the student teaching binder.
- Collect data and/or student work samples for every lesson you teach.
- Continue daily debriefing and planning sessions with the Mentor Teacher.
- Develop a plan for gradually increasing teaching responsibilities so that you are teaching full days by week five.
- Evaluate in writing each lesson taught and discuss self-evaluations with the Mentor Teacher and OSU Supervisor.
- Assume more of the administrative and classroom maintenance responsibilities.
- Participate in at least one 3-way conference with the Mentor Teacher and OSU Supervisor to evaluate your progress and establish objectives for the 2nd half of the student teaching experience.

**Weeks Five-Fourteen**
- Teach full time.
- Continue writing lesson plans, collecting data, and self-evaluating your teaching.
- Continue daily conferences with Mentor Teacher.
- Participate in a final three-way conference with the Mentor Teacher and OSU Supervisor to evaluate student teaching performance.

**Week Fifteen**
During the last week of the semester you should begin turning the class back over to your mentor. The transition should be done in a way that is the least disruptive to the students. If you will be finishing in the middle of a grading period, be sure all of your records are available for the mentor teacher. If you have collected data that can be used to inform IEP objectives, you should be discuss this with your mentor.
ASSIGNMENTS
Introduction
Beginning in 2012, all student teachers in Ohio will be required to complete and submit a Teacher Performance Assessment (TPA). It is expected that the successful completion of the TPA will be required for licensure beginning in 2013. Prior to submitting the TPA for external evaluation, it will be evaluated by your supervisor using the same scoring rubrics used by the external evaluators. The score for each of the 12 rubrics must average at least Level 3 to receive a Satisfactory grade for Student Teaching. The TPA is designed to evaluate your ability to:

Plan instruction and assessment
Instruct and engage students in learning
Assess student learning
Analyze your teaching

An addendum to the Student Teaching Handbook will provide a brief overview of the TPA and a timeline for the completion. Please pay careful attention to the timeline. You will be submitting your Assessment via your Tk20 portfolio. The TPA Handbook, scoring rubrics, and submission guidelines are available on the portfolio. These will provide the complete details for each section of the TPA. Students who will be applying for Moderate/Intensive or Early Childhood licensure should use the Special Education/Other Settings Handbook. Students applying for Mild/Moderate licensure should use the Special Education/Inclusion Settings Handbook. In addition to the materials provided on Tk20, you will have the opportunity to meet with your University supervisor during each seminar to work on your assessment.

This will be the only graded assignment.

Ancillary Assignments
The following two assignments are required to be included in your binder. While they are not graded, you are required to complete them in order to prepare for lesson planning and teaching.

IEP Objectives Key
During the first week of Student Teaching you will complete a chart listing and grouping the IEP objectives for all of your students (See Appendix A). This chart will be used when completing lesson plans. For each lesson plan, you will be required to list the IEP objectives. These will be keyed to the numbers and letters in the IEP Objective Key.

Classroom Management Plan
By the end of the second week you are to have in your binder a Classroom Management Plan. The plan will include responses to prompts from the Student Teacher Coordinator. The purpose of the plan is to provide information to the University supervisor about the rules and routines that have been established in the classroom. If you are student teaching during first semester, you are encouraged to help in the establishment of these.

Optional Assignments
The following assignments are neither required nor graded. However, they will be useful in your job application process. If you complete the assignments, you will be given feedback.

Resume/Cover Letter
Part of one seminar will be devoted to resume writing. In addition, examples of cover letters and resumes appropriate for special education teaching positions will be posted on Carmen. If you would like to turn in a copy of these, your supervisor will give you feedback.

Philosophy of Education
Many job applications and most job interviews will ask you about your Philosophy of Education. You will find it much easier to answer this question if you have taken time to think about what your philosophy is and how it relates to your teaching. Again, if you turn in a philosophy statement, we will give you feedback.
THE ROLE AND RESPONSIBILITIES OF THE MENTOR TEACHER
Requirements for the Mentor Teacher

Role of the Mentor Teacher

To qualify as a Mentor Teacher, a teacher must:

- hold the appropriate license or certificate.
- have a minimum of three (3) successful years of classroom teaching experience
- have at least one (1) year of that experience in his/her current school system
- be recommended by the building principal
- consent to the principal’s recommendation

Model Best Practices for Instruction, Management, and Organization

Mentor Teachers are selected because they model “best practices.” Mentor Teachers should remember that their classroom will be models for Student Teachers they begin teaching. Therefore, Mentor Teachers should take every possible opportunity to demonstrate effective practices for the Student Teachers and describe to them what they are doing and why.

Model Professionalism

Professionalism is a subtle and complex concept. Student Teachers acquire professionalism from examples more than from description. Mentor Teachers are an important model of how a special education teacher should act as a professional.

Give the Student Teacher Gradually Increasing Responsibility

As with any set of learners, Student Teachers have different needs for structure and independence, but virtually all learners benefit from a progression from simple to complex demands. Start the Student Teacher with easier tasks and increase his/her responsibility as his/her performance allows. The Student Teacher should assume your total teaching load at least the last five weeks of the semester.

Meet with Student Teacher and Provide Specific Feedback

Frequent, specific, and constructive feedback is crucial for the Student Teacher to attain the maximum benefit from the experience. Touch base with the Student Teacher daily to review plans and discuss upcoming events. Meet with the Student Teacher formally each week to evaluate his/her progress. Comment on positive aspects of the student’s teaching, management, organizational, and professional behaviors; and give specific suggestions on how these can be improved. Praise progress. Document feedback given to the Student Teacher.

Evaluate the Student Teacher’s Performance

Formally observe and critique the Student Teacher’s performance in writing on a frequent and continual basis (at least 10 times during the semester). Mentor Teachers should share the evaluation with the OSU Supervisor and Student Teacher following the lesson or at a later time (e.g., later that day). Evaluation tools (forms) will be provided to the Mentor Teachers (see Appendix C for copies of all evaluation forms).

Complete the Student Teacher Observation Form on a weekly basis and the Student Teaching Evaluation Form at the middle and end of the semester. The Student Teaching Evaluation Form should be given directly to the OSU Supervisor, and copies of each form should be given to the student teacher, the Mentor
Teacher, and the OSU Supervisor. The final observation form must also be completed electronically on the student teacher's Tk20 portfolio.

If a Mentor Teacher ever has doubts about the Student Teacher’s ability to take over teaching responsibilities or to pass the student teaching experience, he/she should immediately consult with the OSU Supervisor or Student Teaching Coordinator. Please remember to document concerns in writing and to be very specific about concerns.

Assist the Student Teacher in Completing Program Requirements

All student teachers in Ohio are now required to complete a Teacher Performance Assessment. The TPA is a discipline specific portfolio assessment for pre-service teachers. It is designed to provide evidence for the planning, instruction, assessment, and analyzing of their teaching. Students are required to submit a fifteen minute video clip of the class they are teaching. In order to complete the assessment they will need to collect permission from the parents/guardians of any learners who might appear on the video as well as any adults who might appear. They will also need access to students' IEPs and permission to list the goals/objectives (using pseudonyms) in the portfolio. Student teachers will have copies of permission forms to send to parents or they may use forms developed by the school or district.

At the beginning of the semester, the OSU Supervisor will discuss with the Mentor Teacher the specific requirements that the Student Teacher must complete to receive a passing grade in student teaching. Please plan cooperatively with the Student Teacher to ensure they have the opportunity to fulfill each of these requirements. Please allow the Student Teacher to experiment with different teaching methods. Before any lesson is taught, it is recommended that the Student Teacher submit a written lesson plan for the Mentor Teacher’s approval. If the lesson is well conceived and the objectives clear, it is preferable that the Student Teacher be allowed to try various methods. Student teaching is to be a learning experience, and Student Teachers must experiment to find the methods and strategies that work best for them. Student teachers must use the lesson plan template included in this handbook.

Communicate with the OSU Supervisor

At the beginning of the semester, the OSU Supervisor will schedule a meeting with the mentor to discuss the nature and requirements of the student teaching experience. In addition, the Mentor Teacher should try to find a few minutes to talk with the supervisor at each visit to discuss the Student Teacher’s progress. At least two times during the semester, the OSU Supervisor will request a formal, three-way conference with the Mentor Teacher and the Student Teacher. Please schedule the requested period of time for these conferences. The OSU Supervisor will make every effort to plan the conference at a time compatible with the Mentor Teacher’s schedule. During the three-way conference, an evaluation form is completed and signed by the OSU Supervisor, Mentor Teacher, and Student Teacher. The Student Teacher’s strengths and areas needing improvement are documented.

OSU Supervisors also provide Mentor Teachers with their phone numbers and email address. Please do not hesitate to contact the OSU Supervisor should a problem arise. It is better to solve a small concern early, rather than to allow it to grow into a major problem. If a problem exists that is not being successfully solved by the OSU Supervisor, the Mentor Teacher may call the Special Education Student Teaching Coordinator.

Suggestions for Mentor Teachers

Prepare in advance and help the Student Teacher get started

The progress of the Student Teacher through the semester actually begins before the Student Teacher arrives in the classroom. An effective Mentor Teacher begins preparing for the Student Teacher prior to his or her arrival. Mentor Teachers are encouraged to make the following preparations:
1. Prepare the students for the arrival of the Student Teacher. The students should be prepared to regard the Student Teacher as another teacher in the room, and to welcome the additional teacher as a person who can make a positive contribution to their learning.

2. Place a table or desk in the room for use by the Student Teacher. Preferably, this will not be a child’s desk.

3. Gather together materials that will help the Student Teacher understand curriculum and school policies (e.g., teachers’ editions of textbooks, school district and state curriculum guides, school handbook containing school policies and procedures.)

4. Schedule a time for a conference with the Student Teacher prior to the first day. Items to be discussed should include:
   a. an explanation of expectations for the Student Teacher
   b. a description of the instructional programs
   c. teaching schedule
   d. curricular objectives for each group or individual
   e. specific instructional methods
   f. educational philosophy
   g. A description of behavior management procedures
   h. overall positive management plan
   i. specific sequence of steps to be used to manage specific behaviors
   j. individualized management plans for specific learners

5. When the Student Teacher arrives, formally introduce the Student Teacher to the students in your classroom. If possible, allow the Student Teacher to share some interesting facts about him/herself.

Most experienced teachers are well aware that the first few days of a new school year will set the tone for the balance of the school year. This is no less true with the Student Teacher, both in terms of feelings about the semester of student teaching and in terms of relationships with students. It is therefore incumbent upon the OSU Supervisor and Mentor Teacher to work carefully with the Student Teacher to set the stage for a successful student teaching semester.

**Collaborate with the Student Teacher and increase his or her responsibilities**

Mentor Teachers should encourage the Student Teacher to collaborate with them in making decisions that lead to the development of independence of his/her own teaching strategies.

Prior to offering advice, encourage the Student Teacher to reflect about his/her planning, classroom practices, and decision-making.

Provide rationale when making suggestions to the Student Teacher.

**Help the Student Teacher by providing specific feedback**

Allow time for conferences with the OSU Supervisor and the Student Teacher throughout the student teaching experience.

Be specific when communicating with the Student Teacher, especially when providing feedback.
Evaluation for professional growth purposes should be characterized by three essential elements:

1. It should be a continuous, ongoing process. The matter of daily and weekly conferences will be discussed later in this section.

2. It should be a team effort in which the Student Teacher, Mentor Teacher, and OSU Supervisor contribute in an atmosphere of open, constructive communication.

3. It should be directed toward self-evaluation by the Student Teacher. The Mentor Teacher and OSU Supervisor contribute by helping the Student Teacher become consciously aware of instructional behavior and by discussing alternatives to that behavior.

The Mentor Teacher can be a powerful force in encouraging self-evaluation and reflection by the Student Teacher. Specifically, Mentor Teachers are encouraged to:

1. Provide ongoing evaluation of the Student Teacher’s performance
   a. Clearly define the management and instructional requirements and expectations of the Student Teacher.
   b. Provide prompt feedback on specific strengths and weaknesses of daily lessons and procedures.
   c. Use a variety of techniques to analyze Student Teacher performance, such as oral and written feedback, audiotapes, and various coding schemes.
   d. Constructively critique every lesson plan at least one day prior to presentation and each unit plan at least one week before implementation.
   e. Offer and/or demonstrate specific alternatives or additional suggestions for the Student Teacher to implement.
   f. Avoid verbalizing negative comments to the Student Teacher in front of others (learners, teachers, parents, etc.).

2. Communicate the value of continuous self-evaluation
   a. Set an example by analyzing one’s own instruction in relation to the elements of effective teaching.
   b. Show willingness to accept comments or suggestions about one’s performance from building administrator and/or district supervisor.
   c. Acquaint the Student Teacher with district teacher evaluation procedures.

**Help the Student Teacher develop role awareness**

To more fully develop the Student Teacher’s awareness of the complete role of a teacher, the following three Mentor Teacher competencies are recommended:

1. Instill within the Student Teacher the ethical responsibilities of the teaching profession.
   a. Demonstrate a commitment to the students and to the teaching profession.
b. Encourage the Student Teacher to participate in staff meetings, in-services, workshops, PTA, and other professional meetings.

c. Instill a desire to stay abreast of current educational information concerning subject content and teaching trends by sharing new materials, professional journals, and legislation.

d. Maintain a positive working relationship with colleagues, other school personnel, and parents.

e. Discuss and demonstrate appropriate teacher-student relationships. Stress the importance of confidentiality.

2. Assist the Student Teacher in developing an awareness of a teacher’s influences upon individual students.

a. Set an appropriate example for the Student Teacher in behavior, personal appearance, speech, and mannerisms in school and in the community.

b. Set an example for the Student Teacher by dealing with all students in a fair and honest manner.

c. Explain the impact of positive and negative comments on students.

d. Help the Student Teacher in the development of good judgment in discussing or presenting controversial topics.

3. Help the Student Teacher recognize the non-instructional duties of a teacher

a. Stress the importance of accurately and promptly keeping necessary records.

b. Encourage willingness to work with students’ extra curricular activities (e.g., clubs, organizations, etc.).

c. Stress the necessity of assuming duties assigned by the administration (e.g., lunch, hall, bus, etc.).

d. Discuss the importance of being available for parent conferences.

e. Guide the Student Teacher in developing appropriate communication between home and school.

f. Share duties and responsibilities with the Student Teacher.

Conferences Between the Mentor Teacher and Student Teacher

Communication between the Mentor Teacher and the Student Teacher is essential to a successful student teaching experience. Lack of communication is often a factor when a Student Teacher has serious problems or fails student teaching. Effective communication is often difficult because daily schedules may leave little time for conferences; the Student Teacher, Mentor Teacher or both may feel insecure in their roles; the Mentor Teacher may be overly concerned about hurting the Student Teacher’s feelings; the Student Teacher may be defensive; and/or there may be no place to talk in private. These obstacles are so great that good communication will only occur when both parties, the Mentor Teacher and Student Teacher, work hard to overcome them. But the message is clear. Effective communication is so important that it cannot be left to chance.

This lends directly to the use of conferences as a device for effective communication. Planned regularly scheduled conferences are the essential basis for good communication. It is in the conference that the Student Teacher may become consciously aware of his/her instructional behavior as observed by the Mentor Teacher. It is in the conference that he/she may begin an analysis of that behavior in terms of student response and learning. And it is in
Handbook

the conference that the foundations of professional self-evaluation/reflection are laid. Thus, it is imperative that both the immediate and long-term goals of conferences are kept in mind.

Daily conferences of comparatively short duration will give attention to matters of immediate consequence – adjustment of plans, coordinating work schedules, identifying and solving daily problems, providing that needed “boost in morale,” and in general keeping things functioning smoothly. The timing of such conferences may vary from day to day, but this should not be left to chance.

Weekly conferences should also be scheduled, and it is probably best to reserve about 30-45 minutes for this purpose. These conferences may be used for long-term planning, cooperative evaluation of the Student Teacher’s competence, analysis of the Mentor Teacher teaching procedures, and to develop in-depth understanding of student behavior and community relations.

The following guidelines are offered for the consideration of all Mentor Teachers:

• The time and place of the conference should be planned in advance. It should be canceled or postponed only when essential, and it is not unreasonable to expect the Student Teacher to return to school for the weekly conferences (though please be mindful that all Student Teachers are enrolled in a Student Teaching seminar and should not be asked to be at school when they are scheduled to be in class). The setting should be informal and at a place where few interruptions are likely to occur. Regularly scheduled conferences will prevent the Student Teacher from thinking that they are called only when there are criticisms to be offered.

• A free interchange and exchange of ideas should characterize the conference. It is helpful if many of the topics are problem-centered in terms of seeking answer to methodological or curriculum problems. Alternative solutions to such concerns should be analyzed with both Mentor Teacher and the Student Teacher offering ideas.

• Analysis of the Student Teacher’s performance or personal qualities should achieve an appropriate balance between strengths and weaknesses. Criticisms should be constructive. Keep in mind that falsely optimistic praise may be as unproductive as overt negativism. It is interesting that some Student Teachers complain, “My Mentor Teacher never tells me how I can improve,” while others state, “My Mentor Teacher only mentions the things I do wrong.”

• You should not hesitate to offer suggestions and teaching ideas. Student Teachers are eager for “tricks of the trade” and useful teaching materials. Be as specific as possible, to the extent of showing materials, modeling instructional and management techniques, and so forth.

• The conference should contribute to the Student Teacher becoming increasingly self-directive and self-evaluative. Ultimately, most teachers will be essentially on their own in self-contained classroom situations, and many of the qualities of continued professional growth begin during the student teaching semester.

• Two or three conferences may be centered on the overall evaluation of the Student Teacher. For example, some Mentor Teachers schedule:
  • an initial conference to set expectations and look over the evaluation instrument.
  • a mid-placement conference to assess progress to date. This is an excellent time to go over the Midterm Student Teaching Evaluation Form.
  • a conference at the termination of student teaching to explain the final evaluation and to discuss the prognosis for future professional success.

Completing Student Teacher Recommendations
Student teachers who will be applying for a teaching position will either request a letter of recommendation from you or ask if you can be listed as a reference. If you are asked to write a letter, the following suggestions are provided:

The written comments should state the conditions under which the Student Teacher has worked and the types of experiences involved. This would include the organizational nature of the class (self contained, resource room, team-teaching, etc.), the subjects taught by the Student Teacher, the nature of the group of children, and the duration of the student teaching experience.

The comments should be objective and as informative as possible. Generalities, inferences, and hidden meanings are pitfalls in accomplishing this. Both strengths and weaknesses of the Student Teacher should be discussed, if appropriate. These should be specific and supported by examples. Employers will also be interested in any useful talents displayed by the student teach such as musical ability, bilingualism, leadership skills, etc.
THE ROLE AND RESPONSIBILITIES OF THE OSU SUPERVISOR
Requirements of OSU Supervisors

Role of the OSU Supervisor

The university selects supervisors who have been trained by the university to serve in the supervising role. They have the following responsibilities:

- Carefully assist and advise all university students assigned to him/her on matters related to the student teaching experience.
- Meet with the mentor teacher prior to the beginning of the semester to provide information about the role of the mentor.
- At least seven times during the semester, observe Student Teachers and visit with the Mentor Teacher to discuss the progress of the Student Teacher, and provide opportunities for continuous feedback from both the Student Teacher and the Mentor Teacher about the student’s skills and abilities.
- Attend the Student Teaching Seminar and work with supervisees to complete the Teacher Performance Assessment.
- Participate in two 3-way conferences for each student teacher to discuss the mid-term and final evaluations.
- Assist the Coordinator in assigning grades for the student teaching experience.

Activities of the OSU Supervisor

Attend Orientation Meeting

The OSU Supervisor is required to attend the special education student teaching orientation.

Conduct Initial Orientation with Mentor Teachers

The OSU Supervisor is required to meet with each Mentor Teacher to discuss college and program area requirements for student teaching. At this time the Special Education Student Teaching Handbook will be disseminated.

Check in at School Office Before Each Observation Visit

During the first visit to a school, the OSU Supervisor should ask the requirements for visitors. Abide by those requirements for all subsequent visits.

Conduct Frequent School Visits and Observations of Student Teaching

OSU Supervisors will make observations of Student Teachers approximately seven times during the semester (exceptions may be made due to excessive calamity days or other exigent circumstances). As a professional courtesy, the Student Teacher should be aware of when observations will occur. It is the Student Teacher’s responsibility to provide his/her supervisor with a weekly schedule that includes times that would be inappropriate for an observation (e.g., class field trips, testing, school-wide assembly). The Student Teacher should have a copy of his or her lesson plans available as well as any other materials requested by the OSU Supervisor. The Student Teacher should complete lesson plans using the template provided in the handbook.

Additional Responsibilities

- Confer frequently with the Mentor Teacher regarding the Student Teacher’s progress. An important role for the supervisor is to support the Student Teacher and aid in keeping channels of communication between the Mentor Teacher and the Student Teacher open.
- Complete a mid-term and final evaluation on the student’s classroom performance (see Appendix C). Participate in the mid-term and final three-way conference to discuss the Student Teacher’s progress. Allow at least one-half hour for each conference. Complete the student evaluation form and after each party has signed it, give one copy to the Mentor Teacher, one copy to the Student Teacher and give one copy to the Coordinator. Retain one copy for your files. The mid-term conference should provide direction for the Student Teacher for the second half of the student teaching experience by listing specific areas in which the Student Teacher needs to improve.
- Complete a Letter of Recommendation/Summary. At the end of the semester, OSU Supervisors may be asked to submit for each Student Teacher a letter that summarizes the Student Teacher’s experience, strengths, and
weaknesses. If the OSU Supervisor wishes to recommend the Student Teacher for a teaching position, this letter may also serve as the Student Teacher’s letter of recommendation.

**Student Teachers Who Are Experiencing Difficulty**
University Supervisors should refer to the Student Teaching Policies (Item #15—At Risk Student Teachers) to address Student Teachers who are experiencing difficulty.

**Communicate with the Mentor Teacher and Student Teacher**
Communication among the OSU Supervisor, Mentor Teacher, and the Student Teacher is essential to a successful student teaching experience. Lack of communication can be an important factor when a Student Teacher has serious problems or fails student teaching. At the beginning of the semester, the OSU Supervisor should visit the Student Teacher’s classroom to meet the Mentor Teacher, answer questions, and make plans for the student teaching experience. Each time the OSU Supervisor visits the classroom, he/she should try to find a few minutes to talk with the Mentor Teacher to discuss the Student Teacher’s progress. Following each observation, the OSU Supervisor should also take time to review and evaluate the lesson just completed by the Student Teacher. At times, it may not be possible to do this immediately following the lesson. In these instances, the OSU Supervisor and Student Teacher should schedule another time to review the lesson together.

At least two times during the semester, the OSU Supervisor should request a formal, three-way conference with the Mentor Teacher and the Student Teacher. This conference is to be organized by the Student Teacher, and should be scheduled at a time that is compatible with the schedules of the Mentor Teacher and Student Teacher. During the three-way conference, an evaluation form is completed and signed by the OSU Supervisor, Mentor Teacher and Student Teacher. The Student Teacher’s strengths and areas needing improvement are documented.
APPENDIX A
Lesson Plan Format
I.E.P. Key
IEP Objective(s) Addressed

Academic Content Standards Address

Lesson Objective(s)

How does this lesson build upon students’ previous learning?

How does this lesson prepare students for future learning?

Materials needed

**Procedures** (provide enough step by step information for another teacher to do the lesson)

- Review:
- Statement of Objective(s) for Students:
- Teacher Input:
- Guided Practice:
- Independent Practice:
- Closure:

Follow-up activities (e.g., seatwork, homework, subsequent lessons)

Assessment (How will you know if students are meeting the objectives?)

Evaluation (Was the lesson effective in teaching the targeted skill? Include data.)
### IEP Objectives for All Students

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objective</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
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APPENDIX B
Evaluation Forms
## Rubric for Student Teaching Observations

### Written lesson plan is of high quality.
- Behavioral objectives are stated (conditions, observable behavior, criteria for mastery).
- Procedures are clear and specific.
- Assessment procedures are appropriate.
- A statement of how this lesson fits into previous learning and future learning is included.
- A statement of how the lesson will be modified for diverse learners is included.

### Instructional materials are appropriate and ready/organized for the lesson.
- A variety of instructional materials are included.
- Materials are high quality and interesting for students.
- Materials are appropriate for the students.
- Materials correspond to the objectives of the lesson.
- Materials provide relevant practice of the skill.
- Teacher locates materials quickly.

### Teacher clearly describes and executes formats, activities, and directions.
- Correct spoken and written language is used.
- Directions are presented so they are clear to students.
- Activities are presented in an appropriate sequence.
- Transitions to each new activity are smooth with minimal disruptions.
- Instructional arrangements are managed effectively.

### Teacher uses effective pacing and sequencing of activities.
- The pacing of the lesson is lively and keeps students on task.
- Activities are sequenced in a logical order.
- Activities provide frequent opportunities for students to respond to instruction.

### Teacher demonstrates knowledge of subject matter.
- Content is presented to students accurately (no fact errors).
- Demonstrates ability to break down information into smaller units, if necessary.
- Uses appropriate analogies.

### Teacher uses appropriate assessment and adjusts instruction based on assessment results.
- Assessments match learner objectives.
- Assessments are appropriate for students’ levels of functioning.
- Prerequisite skills are assessed and taught prior to presenting new learning.
- Teacher provides specific and frequent praise and feedback for students’ demonstration of target skills.
- Teacher adjusts lesson when necessary based on students’ responses to instruction.

### Teacher reinforces rules and behavior.
- Frequent, immediate, and specific praise is provided for appropriate behavior and for following the rules.
- Disruptions are addressed according to a pre-determined behavior management plan.
- Ignores insignificant behavior.
- Corrects students by stating desired positive behavior (e.g., Bob, please focus on your work.)

### Teacher demonstrates ability to focus on and monitor more than one class activity at one time.
- Students are on task and attending to instruction.
- Teacher provides frequent feedback and praise to all students.

### Teacher treats all students with fairness and dignity.
- All students are encouraged and praised.
- Diverse learner needs are recognized and addressed.
- Teacher shows positive regard for all students.
- Teacher is responsive to individual needs.
- Teacher speaks respectfully to each student.

### Teacher demonstrates professional conduct, dresses professionally, and uses appropriate language.
- Binder reflects appropriate planning and organization.
# Student Teaching Observation Scoring Guide

<table>
<thead>
<tr>
<th>Criteria (0-3 Scale)</th>
<th>Observation 2</th>
<th>Observation 3</th>
<th>Observation 4</th>
<th>Observation 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written lesson plan is of high quality.</td>
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<tr>
<td>Instructional materials are appropriate, ready &amp; organized for the lesson.</td>
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<tr>
<td>Teacher clearly describes and executes formats, activities, and directions.</td>
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</tr>
<tr>
<td>Teacher uses effective pacing and sequencing of activities.</td>
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</tr>
<tr>
<td>Teacher demonstrates knowledge of subject matter.</td>
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<tr>
<td>Teacher uses appropriate assessment and adjusts instruction based on assessment results.</td>
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</tr>
<tr>
<td>Teacher reinforces rules and behavior.</td>
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<tr>
<td>Teacher demonstrates ability to focus on &amp; monitor more than one class activity at one time.</td>
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<tr>
<td>Teacher treats all students with fairness and dignity.</td>
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<tr>
<td>Teacher demonstrates professional conduct, dresses professionally, and uses appropriate language.</td>
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<tr>
<td>Binder reflects appropriate planning and organization.</td>
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</tbody>
</table>

0 = never or rarely  1 = infrequently  2 = usually  3 = always or nearly always
Student Teacher: ______________________ Observer: ______________________________________
Mentor Teacher: __________________ Setting: __________________ Date: __________________
Current Focus: ________________________________________________________________

**Delivery of Instruction:**
Strengths:

Suggestions:

**Classroom Management:**
Strengths:

Suggestions:

**Planning and Assessment:**
Strengths:

Suggestions:

**Professionalism**
Strengths:

Suggestions:

General Comments:
## Student Teaching Evaluation

### Student Teacher: ________________  Date: ____________  □ Mid-term  □ Final

School: ___________________________  Mentor Teacher: ___________________________

Setting: ___________________________  OSU Supervisor: ___________________________

Completed by (check one): □ Student Teacher  □ Mentor Teacher:  □ OSU Supervisor

Please evaluate the Student Teacher using the following rating scale:

1 – Unsatisfactory  2 - Marginally Satisfactory  3 – Satisfactory  4 – Above Average  5 – Outstanding  II – Insufficient information  N/A – Not applicable or no opportunity to observe

### Planning and Assessment

Please rate the Student Teacher on the following:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Implements multiple and appropriate types of evaluation</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>2.</td>
<td>Develops appropriate goals and objectives for students</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
</tbody>
</table>

Justification and comments: ____________________________________________________________

__________________________________________________________________________________

### Delivery of Instruction

Please rate the Student Teacher on the following:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Uses assessment/record keeping to plan instruction</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>2.</td>
<td>Develops and/or uses learner objectives which are clear and sequenced</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>3.</td>
<td>Selects appropriate curriculum</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>4.</td>
<td>Prepares and uses well written lesson plans or instructional programs</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>5.</td>
<td>Effectively prepares for daily lessons or instructional programs</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>6.</td>
<td>Effectively implements daily lessons or instructional programs</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>7.</td>
<td>Uses a variety of materials/equipment/technology</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>8.</td>
<td>Gives clear and concise instructions</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>9.</td>
<td>Makes self available to students</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>10.</td>
<td>Communicates enthusiasm for teaching and learning</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>11.</td>
<td>Provides learning activities in logical sequence</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>12.</td>
<td>Accurate presentation of content</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>13.</td>
<td>Makes effective changes in response to student performance</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>14.</td>
<td>Provides effective pacing and sequencing of activities</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>15.</td>
<td>Provides feedback throughout the lesson</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>16.</td>
<td>Uses acceptable written and oral expression</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>17.</td>
<td>Demonstrates the ability to work with individuals, small groups, and large groups</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>18.</td>
<td>Demonstrates the ability to observe and reflect upon the effectiveness of a lesson</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
<tr>
<td>19.</td>
<td>Incorporates Mentor Teacher/OSU Supervisor feedback</td>
<td>1 2 3 4 5 II N/A</td>
</tr>
</tbody>
</table>

Justification and comments: ____________________________________________________________

__________________________________________________________________________________

### Classroom Routines
Please rate the student teacher on the following:

1. Begins and ends class on time 1 2 3 4 5 II N/A
2. Establishes routines for students to follow (for example assignment completion, restroom use, speaking in class, etc.) and consistently implements them 1 2 3 4 5 II N/A

3. Uses techniques that will engage the attention and promote consistent student learning 1 2 3 4 5 II N/A
4. Fosters reasonable, clearly understood expectations 1 2 3 4 5 II N/A
5. Implements effective strategies to ensure smooth transitions 1 2 3 4 5 II N/A

Justification and comments: 
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Classroom Management

Please rate the Student Teacher on the following:

1. Defines and maintains effective classroom management 1 2 3 4 5 II N/A
2. Encourages and promotes student responsibility and self-control 1 2 3 4 5 II N/A
3. Interacts warmly and fairly with students 1 2 3 4 5 II N/A
4. Establishes appropriate discipline strategies 1 2 3 4 5 II N/A
5. Consistently manages disruptive behavior in accordance with classroom, school, district, and state policy 1 2 3 4 5 II N/A
6. Monitors students and follows through with appropriate positive and negative consequences 1 2 3 4 5 II N/A
7. Demonstrates the ability to focus on and monitor more than one class activity at a time 1 2 3 4 5 II N/A
8. Uses nonverbal communication and gestures effectively (e.g., proximity, signals, etc.) 1 2 3 4 5 II N/A
9. Utilizes voice effectively – varies pitch, volume, speed, and is articulate 1 2 3 4 5 II N/A
10. Fosters mutual respect for all persons and property 1 2 3 4 5 II N/A
11. Demonstrates awareness of culturally appropriate management techniques 1 2 3 4 5 II N/A

Justification and comments: 
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Interpersonal Skills
The Student Teacher has interacted appropriately with:

<table>
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<tr>
<th>Interaction</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>II</th>
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<tbody>
<tr>
<td>1. The Mentor Teacher.</td>
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<td>2. The OSU Supervisor.</td>
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<td>3. Instructional aides, peer tutors, or other professional staff who work with</td>
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<td>special education program.</td>
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<td>4. Parents.</td>
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<td>5. Students in the classroom.</td>
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<td>6. Other members of the faculty, the principal, or other administrators.</td>
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Please rate the Student Teacher on the following:

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<th>Rating</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>II</th>
<th>N/A</th>
</tr>
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</table>

7. Initiative in doing things that need to be done without being told to do them by the Mentor Teacher

8. Initiative in doing things that need to be done without being told to do them by the OSU Supervisor

9. Communicates effectively to coordinate instruction and management decisions with the Mentor Teacher

10. Initiating contacts and getting acquainted with other members of the faculty

11. Skill in working with other teacher(s) concerning students in their classes

12. Demonstrates ethical behavior

Justification and comments: ____________________________________________________________
________________________________________________________________________________
_________________________________________________________________________________
________________________________________________________________________________

Professionalism

Please rate the Student Teacher on the following:

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<tr>
<th>Rating</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>II</th>
<th>N/A</th>
</tr>
</thead>
</table>

1. Acceptance and follow through of assigned responsibilities

N/A

2. Participation in faculty meetings, conferences, and building or district sponsored inservice activities

3. Initiative in improving his or her teaching and other professional skills

4. Accepts suggestions for improvement or correction in a constructive way

5. Professional dress and hygiene is consistent with school and district policy

6. Solving problems that arise in a professional way (follows the prescribed building, district, and/or university procedures)

7. Arrives and leaves school at appropriate times and is punctual for all instruction and meetings

Justification and comments: ____________________________________________________________
________________________________________________________________________________

Summary Statements/Recommendations:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Mentor Teacher’s Signature  ___________________________________________________________ Student Teacher’s Signature

________________________________________________________________________________
Supervisor’s Signature
APPENDIX D

COUNCIL FOR EXCEPTIONAL CHILDREN’S PROFESSIONAL EDUCATOR STANDARDS FOR NEW TEACHERS
CEC’S PROFESSIONAL EDUCATOR STANDARDS FOR NEW TEACHERS

Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

Standard 2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual’s with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

Standard 3: Individual Learning Differences

Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

Standard 4: Instructional Strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Beginning special educators demonstrate their mastery this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

Standard 5: Learning Environments and Social Interactions
Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

**Standard 6: Language**

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

Beginning special educators demonstrate their mastery of language for and with individuals with ELN through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

**Standard 7: Instructional Planning**

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

**Standard 8: Assessment**

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special
educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

**Standard 9: Professional and Ethical Practice**

Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

**Standard 10: Collaboration**

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

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1."Individual with exceptional learning needs" is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.

2."Exceptional Condition" is used throughout to include both single and co-existing conditions. These may be two or more disabling conditions or exceptional gifts or talents coexisting with one or more disabling condition.

3."Special Curricula" is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula, e.g., social, communication, motor, independence, self-advocacy.