Otterbein University
Education Department

Student Teaching Handbook
2012-2013

Supervisor Edition
Welcome to Otterbein’s Student Teaching Program!

Whether you are a student teacher, cooperating teacher, or university supervisor, you are contributing to the capstone experience in our teacher education program. Much work has preceded this milestone, and we look forward to the continuing personal and professional development of the student teacher during this critical placement.

This Student Teaching Handbook* is intended to be helpful for each party in the student teaching relationship. At the beginning of this Handbook, please find our teacher education Mission Statement and Conceptual Framework. Our faculty and other stakeholders have worked carefully to come to agreement on the words in these defining documents. Notice that our Mission Statement is a series of belief statements. We hope that throughout this experience, those statements can serve as guides for choices that will be made as you work together during this student teaching experience.

In addition to our Mission Statement and Conceptual Framework, we have included information about expectations for our student teachers, policies and procedures, roles and responsibilities, and assessment. We hope that you will spend some time together discussing the standards and dispositions that are expected of our student teachers. We have aligned these expectations with our Mission, and ask that you use these as your guideposts during lesson planning and implementation, as well as other professional interactions.

We value feedback about our program. If you have any questions or suggestions, please do not hesitate to call us. Good luck during this semester of student teaching!

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*An online copy of this Handbook is available at http://www.otterbein.edu/education/department-forms.asp
Mission Statement
and Conceptual Framework

Mission Statement
The professional education unit of Otterbein University is committed to providing a coherent, developmentally-based teacher education program that prepares teachers to create and work within learning communities which maximize the potential of all learners. The program promotes collaborative learning and critical reflection as a way to develop a community of life-long learners who can respect diverse perspectives, make informed decisions, and be responsive to the changing needs of individuals in our society.

We Believe In...

The Power of Knowledge
Effective teachers are knowledgeable and see themselves and their students as life-long learners. Our graduates will be able to make informed decisions based on complex data.

The Interdependency of Pedagogy and Content
Knowledge is not a series of discrete bits of information. Effective teachers help their students see relationships among different areas of study and their application to the real world. In our curriculum, liberal arts and professional courses are intentionally connected. In the same manner, pedagogy and content often are addressed together.

The Potential of All Children
Every child deserves to be taught by quality teachers who believe that each child is capable of learning. The Otterbein teacher education program provides its candidates with the knowledge, skills, and dispositions for creating learning environments that are developmentally responsive for each of the students they teach.

The Richness of Diversity
Our program prepares teachers to accept, honor, and enhance the diversity within the school environment. Diversity includes but is not limited to ethnicity, gender, social class, sexual orientation, and special needs.

The Possibilities of Technology
As teaching and learning become more complex, the effective use of technology within the classroom becomes even more essential. During their teacher education program, Otterbein students will not only use technology as an integral part of their own professional preparation and see technology modeled for classroom productivity, but they will also learn how to use technology effectively in their classroom.

The Necessity of Reflection
The transition from being a student to becoming a teacher requires a great deal of reflection and introspection on the part of teacher education candidates. In order to truly discover their teacher persona, teacher education candidates must take a critical look at what they believe about teaching and learning throughout their program and strive to incorporate those values in their own teaching.

The Merit of Experiential Learning
Otterbein is committed to continuous and progressive field experiences. The program exposes teacher education candidates to a variety of educational settings.

The Importance of Accountability
Our program is committed to the formative and summative assessment of the knowledge, dispositions, and skills of teacher education candidates in order to assure that graduates from the program are effective and qualified teachers. Furthermore, the unit will use the information obtained from these assessments to change, alter, and/or modify the program so that the quality is maintained.
Model for Teacher Education at Otterbein

The Education Department serves as the professional education unit of Otterbein University, providing professional courses for pre-service teachers through:

A four-year undergraduate program for Early Childhood, Middle Childhood, and AYA/Multi-age Licensure;

A post-baccalaureate licensure-only program for Early Childhood, Middle Childhood, and AYA/Multi-age Licensure, built on the undergraduate teacher education program;

A part-time Master of Arts in Teaching program designed to provide an alternative route to Middle Childhood Licensure for grades 4–9 and respond to the needs of working, second-career adults.

Building on a liberal arts foundation that emphasizes multidisciplinary and interdisciplinary ways of knowing, professional education requires candidates and graduate students to examine their values and actions in view of current research and best practice. Coordinated field experiences in diverse settings across the pre-service programs provide a realistic setting to test theories and professional competencies against the cognitive and affective needs of children in schools.

The professional education unit also offers continuing professional development for certified/licensed teachers through a Master of Arts in Education degree program, with majors in Reading and Curriculum and Instruction. The MAE program is designed to develop professional empowerment through study, research, and reflection. Both the MAE program design and the scheduling of classes serve the needs of practicing, certified/licensed teachers. Graduate level endorsement programs include Early Childhood 4–5 Generalist, Middle Childhood Generalist (Grades 4–6), Reading, and TESOL.

Purposes and Goals of Teacher Education

The Teacher Education Program at Otterbein University is based on the philosophy that a liberal education is best for teachers. The broad aim of teacher education is to help licensure candidates acquire knowledge, develop skills, and exhibit dispositions which they will need in order to be contributing members of society and successful teachers of PK–12 students.

The faculty of the Teacher Education Program has adopted standards and critical dispositions to inform ongoing program development and to guide the assessment of candidate progress throughout the program. These standards are aligned with external accrediting agencies such as NCATE and the Ohio Department of Education, based on standards developed by INTASC. These standards are also informed by the Mission Statement and Conceptual Framework of Otterbein’s Teacher Education Program and provide a strong basis for the preparation of teacher candidates who can positively impact the education of PK–12 students.

Depending on the student’s licensure area, alignment of expectations has been made with standards from the following special program areas (SPAs):

| National Association for the Education of Young Children (NAEYC) | National Council for the Social Studies (NCSS) |
| National Council of Teachers of English (NCTE) | International Reading Association (IRA) |
| American Council on the Teaching of Foreign Languages (ACTFL) | National Science Teachers Association (NSTA) |
| American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)/American Association for Health Education (AAHE) | American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)/National Association for Sports and Physical Education (NASPE) |
| National Council of Teachers of Mathematics (NCTM) | Council for Exceptional Children (CEC) |
| Association for Middle Level Education (AMLE) | |
Expectations for Student Teachers

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of the education, licensing, and ongoing professional development of teachers. Created in 1987, INTASC’s primary constituents are state education agencies responsible for teacher licensing and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels. The INTASC model core standards for licensing teachers represent those principles which should be present in all teaching regardless of the subject or grade level taught and they serve as a framework for the systemic reform of teacher preparation and professional development. The INTASC standards have been used as the basis for the Ohio Department of Education (ODE) standards.

Otterbein Teacher Education Standards**

Standard #1—The candidate understands the discipline(s) he or she teaches and can create learning experiences that make subject matter meaningful for students.

Standard #2—The candidate understands how students learn and develop and provides learning opportunities that support their intellectual, career, social and personal development.

Standard #3—The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.

Standard #4—The candidate plans instruction based upon the knowledge-base of the subjects, student population, community needs, curriculum goals, and Ohio approved curriculum models.

Standard #5—The candidate is proficient in utilizing a variety of instructional models to encourage critical thinking, problem-solving, and performance skills.

Standard #6—The candidate motivates individual students and groups of students by creating a positive, encouraging, active learning environment.

Standard #7—The candidate uses effective forms of communication to foster interaction in the classroom.

Standard #8—The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard #9—The candidate is a reflective practitioner who actively seeks out opportunities to grow professionally.

Standard #10—The candidate fosters relationships with school colleagues, parents, and the larger community to support students’ learning and well-being.

Please find a Scoring Rubric pertaining to these Standards in the Evaluation section of this Handbook.

**These unit standards have been aligned with the program or SPA standards for the students' licensure areas.
Critical Dispositions

In addition to standards that guide the preparation and licensure of candidates' knowledge of content and ability to teach, candidates are also evaluated on critical dispositions essential for success in education. Critical Dispositions are defined by NCATE as “attitudes, beliefs, values, and commitments that influence behaviors.” Ten of these are vital themes in the Otterbein University teacher education program. We expect these dispositions to be evidenced in the field as our students practice their professional skills. Because our program is developmental, we intentionally model these dispositions in every course and provide guided practice for our students as they grow professionally.

Critical Dispositions

1. A **Hard-Working** student is responsible, reliable, punctual, and fulfills requirements in a timely manner.

2. A **Principled** student values and tries to act upon the principles of honesty, fairness, mutual respect, and compassion.

3. A **Resourceful** student demonstrates initiative by consulting with others to solve problems.

4. An **Open-Minded** student is willing to learn about others, tries to be non-judgmental, and is open to diverse points of view.

5. An **Organized** student handles multiple tasks and demands adequately.

6. A **Collegial** student is a productive colleague and can take suggestions and constructive criticism.

7. An **Inquisitive** student is open to new ideas, asks good questions, and often seeks out answers.

8. A **Flexible** student is able to adjust, redirect, and deal with the unexpected.

9. A **Positive** student finds good in most situations and looks for ways to be successful.

10. A **Social** student interacts effectively with colleagues, students, and parents.

Please find a Scoring Rubric pertaining to these Critical Dispositions in the Evaluation section of this **Handbook**.
POLICIES AND PROCEDURES
Placement Changes, Withdrawals, and Dismissals

Initial Placement
Placements are jointly arranged by the Assistant Field Placement Director and our cooperating school partners and are based on the following factors:

- eligibility of the student;
- quality and availability of approved sites;
- continuity of the program in terms of compliance with Ohio Department of Education standards;
- availability of qualified university supervisor and cooperating teacher; and
- location of student teacher’s high school experience. (Student teachers are discouraged from being placed in their home district if fair evaluation and/or positive experience are compromised.)

It is possible that some student teachers, especially those seeking K–12 Licensure, will have two or more cooperating teachers and be assigned to more than one cooperating school.

Change of Placement
Changes in placement may be initiated by the student teacher, the cooperating teacher, a school administrator, the university supervisor, and/or the Director of Field Placements. Final decision on next steps is made by the Director of Field Placements, in consultation with other parties involved.

Withdrawal from the Program
A student teacher may withdraw from student teaching as from any Otterbein course. All academic regulations including timelines and fee refunds apply. Student teachers who drop beyond the established deadlines due to documented health conditions may appeal to the Academic Council. If the appeal is approved, the student may repeat student teaching in a subsequent semester, provided the health problem has been verifiably corrected.

Dismissal from the Program
Student teachers may be dismissed from a placement by the order of the building principal, the university supervisor, and/or the Director of Field Placements. The circumstances under which a student teacher may be dismissed from the student teaching program include, but are not limited to, the following:

- non-adherence to cooperating school policies and/or procedures;
- failure to meet Otterbein program requirements; or
- personal situations or characteristics which may, or have the potential to, negatively influence individuals associated with the experience.

If any of the above named individuals decide that a student teacher is to be dismissed, the Chair of the Education Department and the Associate Academic Dean are to be informed. The student teacher’s grade may be either an “F,” “D,” or an “IP” (In Progress.) Determination of the grade will be based on the student’s performance in the classroom. An “IP” will be awarded only if the student’s classroom performance and professional and personal competence strongly suggest that Otterbein and licensure standards are likely to be met in another placement or with more time in a classroom. A passing grade in student teaching cannot be awarded if the student teacher has not demonstrated through successful solo teaching the skills of an effective teacher (e.g. all planning and teaching, all classroom management, etc.). Solo teaching is defined as taking full responsibility for at least (but preferably more than) four weeks. Occasionally, a cooperating teacher and/or supervisor may deem that a student teacher should not solo teach (because s/he is not ready or because classroom routine or students’ achievement/well-being is likely to be compromised). In such a situation, the placement will likely be terminated and the student teacher will not receive a passing grade.
**Attendance**
The duration of the student teaching experience is twelve full weeks (60 days). Student teachers should plan to be in their cooperating school during this entire period; if days are missed because of illness or personal reasons, the student will need to make them up during exam week or the break immediately following the student teaching semester.

Student teachers are to follow the cooperating school's regulations regarding calendar (including holidays), attendance, calamity days, arrival and departure times as they apply to the district's regular classroom teachers. Attendance at all faculty meetings, parent-conference days, staff development days, open houses, and the like is expected.

In case of illness, student teachers are to notify an appropriate official of the school (or their cooperating teacher) and the university supervisor before the start of the school day. Student teachers are responsible for supplying lesson plans and materials to cooperating teachers when the student teacher will be absent from the classroom.

**Personal and Professional Demeanor**

**Professionalism**
Student teachers are to demonstrate a professional attitude in all contacts associated with their placements, including relationships with pupils, teachers, administrators, parents, and university staff. Student teachers are expected to observe the rules, regulations and accepted procedures which regular teachers in the school observe. Unprofessional remarks and actions may jeopardize continuation in the student teaching program.

**Dress and Grooming**
The importance of personal grooming and attire should not be underestimated. Student teachers’ dress and grooming must be consistent with the standards established in the cooperating school. Extremes are to be avoided. If there are dress codes for the students or teachers, student teachers must be careful not to violate those dress codes. Dress professionally and appropriately at all times.
Legal Concerns

Liability Insurance
Professional liability coverage is provided for a modest cost to all members of the OSEA (Ohio Student Education Association). This insurance provides protection against suits or damages for bodily injury, personal injury, legal claims, libel, slander, and the like arising from professional activities in the cooperating school. All student teachers are expected to obtain liability coverage either through OSEA or some other source (i.e. "homeowners insurance" rider). The Education Office has information about OSEA.

Transportation
Public transportation service to cooperating schools is not adequate. Student teachers are expected to drive their own cars or to arrange some other form of consistent, reliable transportation. University insurance does not assume liability for students driving their own cars. Student teachers must assume the responsibility for adequate and properly inclusive insurance. Some insurers may require an endorsement to cover transporting passengers on a regular basis. Student teachers willing to carpool with other student teachers should consult their insurance requirements.

Substitute Teaching
The student teacher may occasionally teach when the cooperating teacher is temporarily out of the classroom, but the student teacher may not serve as a substitute teacher in the classroom or in school-sponsored non-teaching activities (i.e., playground, cafeteria, recess, and like duties.)

Strikes and Work Stoppages
A student teacher must not report for duty or be in or near the cooperating school building in the event of strikes or similar work stoppages by professional staff.

Corporal Punishment
A student teacher is not to administer corporal punishment nor serve as a witness to corporal punishment.

Outside Activities
A student teacher cannot offer outside activities or employment as an excuse for not performing the functions expected during the student teaching experience. This includes being at the school before or after school hours, so that proper planning and set-up can occur. No university work requiring outside preparation should be taken with student teaching unless student teaching is part of a continuing teaching internship.
ROLES AND RESPONSIBILITIES

A successful student teaching experience involves the student teacher (ST), cooperating teacher (CT), and university supervisor (US) working as a team. The team’s goal is the development of a successful beginning teacher. It is important that each of the parties knows, respects, and complements the others’ roles and responsibilities.

Student Teacher (ST)

The student teacher is expected to:

• contact the CT as soon as placement is arranged to begin mutual planning for the experience and to acquire an initial understanding of the curriculum;
• hold in confidence personal observations regarding the pupils and the school;
• learn the names, strengths, and weaknesses of the pupils while remaining professional about that knowledge;
• recognize the legal responsibilities and authority of the CT;
• participate in school and community activities;
• complete an SYE project;
• submit a completed TPA folio;
• know school policy as it relates to school organization, management, and administration in general, and to student teachers in particular;
• set an example for students in personal habits, conduct and dress;
• develop an effective speaking voice and proficiency in communication skills;
• maintain a businesslike attitude and positive manner in the presence of students;
• approach the student teaching experience with a positive attitude;
• recognize the professional responsibility of presenting points of view without imposing a personal bias;
• be receptive of constructive criticism;
• recognize the need for engaging in reflective thinking by keeping a weekly journal and sharing this vital document with the US;
• exhibit a courteous, cooperative, and professional relationship with the entire staff;
• attend required weekly SYE seminars and other student teacher workshops;
• complete Exit Survey (Evaluation of Program) upon completion of student teaching; and
• complete all requirements for the student teaching program.
Cooperating Teacher (CT)

The cooperating teacher is expected to:

- attend orientation sessions scheduled by the university;
- introduce the ST to school administrators, fellow teachers, staff, and parents, and conduct an orientation tour of the school;
- establish an atmosphere for pupils to accept the ST as a co-worker on the teaching staff;
- provide a location for the ST to work and locate personal and professional materials;
- become familiar with the ST’s personal and educational background;
- provide information concerning the school, its policies, regulations, available teaching materials, sources of school supplies, and the like;
- supply essential data concerning the pupil groups with whom the ST will be working;
- allow the ST to assume full-time solo teaching for a minimum of four weeks (NOTE: more than four weeks is better!);
- share responsibility initially with the ST related to unit and daily lesson planning activities, then gradually transfer responsibility for planning to ST;
- encourage the ST to use a wide variety of teaching methods;
- observe and critique the ST’s performance on a regular basis, providing constructive feedback and suggesting classroom management techniques as needed;
- remain in the classroom a majority of the time until the four or more weeks of soloing;
- meet with the US and the ST on a regular basis;
- help the ST appraise personal and professional growth;
- produce a frank and constructive appraisal of the ST’s performance at the mid-semester and final point of the experience;
- submit a Professional Reference Form; and
- Complete the student’s final evaluation form and appraisal of program at end of semester.

Note: Occasionally it is necessary for a student teacher to be placed with two cooperating teachers. In this case, communication is critical and agreement is important pertaining to details regarding expectations, schedule, etc.
University Supervisor (US)

The university supervisor is expected to:

- attend orientation sessions and other professional development opportunities scheduled by the university;
- become well acquainted with the personal and educational background of the ST;
- provide responsible, efficient, and cooperative supervisory visits;
- hold an initial orientation session with the CT and the ST to review the guidelines of the program and establish other appropriate understandings;
- act as a liaison between the ST and the CT;
- confer frequently with the CT;
- help the ST by bridging the gap between theory and practice;
- observe frequently enough (at least one full-hour observation or visit every 5 to 7 school days) so the CT feels secure in the proper development of the student teaching experience;
- provide written feedback after each visit;
- review the ST’s weekly reflections and use these reflections as a tool for facilitating the ST’s professional development;
- conduct a follow-up conference with the ST (and the CT if possible) as soon as possible after the observation in order to communicate constructive feedback;
- conduct the mid-semester and final evaluation 3-way conference sessions;
- produce a frank and constructive appraisal of the ST’s performance at the mid-semester and final point of the experience;
- provide and collect appropriate forms;
- submit a Professional Reference Form by the end of the student teaching semester;
- assign the ST’s grade after consultation with the ST and CT;
- submit student teaching packet (including evaluation forms and letter grade) in Education office by Monday of exam week; and
- in cases where ST is not succeeding, work closely with the Director of Field Placements to explore alternatives or interventions.
The student teacher is expected to rely upon the cooperating teacher and the university supervisor for appropriate guidance and instruction in assuming teaching responsibilities. The ability and readiness of the student teacher will be the major factors in determining how quickly teaching responsibilities are undertaken. The following timeline is offered as an aid in helping the student teacher and the cooperating teacher plan the responsibilities for the semester.

<table>
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<tr>
<th>Phase</th>
<th>Activity</th>
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<tr>
<td><strong>Induction Phase (Week One)</strong></td>
<td><strong>All:</strong> Observe, participate, and assist. Participate in planned, brief teaching activities. Become acquainted with instructional resources and materials and students. Begin writing the weekly reflective journal. Attend 3-way conference with cooperating teacher and supervisor to map out a schedule and to establish routines and procedures for teaching and for communicating with each other. Learn all of the students’ names. Begin discussion of when to do solo teaching, SYE project, and TPA Learning Segment topic.</td>
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| **Initial Teaching Phase (Weeks Two and Three)** | **Early Childhood:** Assume responsibility for teaching a small group; work with the individual students and assist teacher. If appropriate, lead the whole group in an activity.  
**Middle Childhood & AYA / M–A:** Assume responsibility for teaching one or more classes. |
PLANNING AND REFLECTING

We expect our student teachers to demonstrate competence in both short-term and long-term planning. In addition to daily lesson plans for specific lessons and activities, the student teacher should plan and execute at least one unit plan on a topic and length negotiated with the classroom teacher and supervisor. In addition, a learning segment of 3–5 lessons must be planned, implemented, and assessed as part of the TPA (Teacher Performance Assessment).*

**Daily Lesson Plans**

It is essential that the student teacher be well prepared before being allowed to take over the teaching responsibility for any class. Student teachers should develop daily written lesson plans several days before they are to be taught so that discussions can be held with the cooperating teacher and the plans revised accordingly. Since the cooperating teacher is responsible for the learning that takes place in the classroom, no student teacher shall be allowed to present a lesson unless the plan has been read and approved by the cooperating teacher.

At the beginning of the student teacher’s full responsibility for the class, the lesson plan is to be prepared in considerable detail, albeit tentative, flexible, and subject to modification. As the semester progresses, the amount of detail in the lesson plans will be determined by the student teacher’s execution of the plan with the approval of the supervisor and cooperating teacher.

A duplicate lesson plan must be provided to the university supervisor when the supervisor observes a class. Notebooks and other information needed by the university supervisor should be placed in a designated area.

The style and format of the lesson plan used is to be determined in consultation with the cooperating teacher and the university supervisor. Some districts have a format that is expected of teachers and student teachers. It matters less exactly which format is used; more important is that the student teacher, in writing, states the goal or objective of the lesson, thinks through clearly the steps needed to be taken and plans a means for assessment. Details should be planned in advance; e.g., questions to be asked, logistics to be followed, etc. Examples of lesson plan formats are found online at the departmental website.**

A lesson plan format is also available on-line through TaskStream, and is useful for aligning lesson plan objectives with standards. At TaskStream.com, go to links for “Unit Builder,” “Lesson Builder,” and “Rubric Wizard.” (Students are required to subscribe to TaskStream.)

*At the student teacher’s and cooperating teacher’s discretion, the TPA learning segment may or may not be part of the required unit; the TPA learning segment will need to be taught early enough in the semester to be submitted by the deadline.

** Departmental forms can be found at http://www.otterbein.edu/education/department-forms.asp
Long Range Plans

The overall curriculum of a class should consist of a series of articulated unit plans. All student teachers should demonstrate competence in unit planning. The unit plan is a detailed guide for teaching a particular topic for an extended period of time. It usually contains the objectives, activities, materials and resources, and evaluation procedures for use in a specific instructional situation. The effective use of a unit plan aids the student teacher in employing a problem-solving approach, planning activities with students, and relating personal teaching style more effectively to the individual needs, abilities, and interests of the student. Suggested unit plan forms are available online at the departmental website*; in addition, a unit plan format is also available on-line through TaskStream (See “Unit Builder”) and is useful for aligning unit plan objectives with State standards. The complexity and length of the plans will vary in relationship to the individual setting in which the student teacher operates.

Reflections

Keeping a journal is an integral part of the Otterbein teacher education program. Regular reflections in a journal are an important way of analyzing all that is going on during the student teaching experience. The journal is not intended to be a running commentary of all the day's events but rather a critical look at some significant moments that occurred during the day with analytical comments. The journal also serves as a release from tensions and may aid in the acceptance of constructive criticism. The journal entries are a good way of sharing and communicating with the university supervisor. This sharing should take place on a regular basis throughout the student teaching experience. Because the journal is such a personal undertaking, it should not be available other than to the university supervisor.

Keeping a Journal accomplishes several purposes:

◊ It gives you a chance to note for your supervisor some of your accomplishments that he/she may not observe;
◊ Writing about challenges or insights often sharpens one's understanding;
◊ You can ask for advice or guidance on issues that occur during your placement;
◊ You have a valuable history of this important phase of your professional development;

During the early part of the placement, meet with your supervisor and agree on the way you will reflect. Consider these options:

◊ Making daily entries in a WORD document, and sending them in an E-mail to your supervisor on a weekly basis (Agree on the deadline for sending the E-mail);
◊ Making daily entries and having them available in a notebook each time your supervisor comes; or
◊ Sending a daily, brief E-mail as a “running record” of events, accomplishments, and challenges.

*Departmental forms can be found at http://www.otterbein.edu/education/department-forms.asp
Seminar, Electronic Portfolio, and Student Teaching Workshops

The weekly student teaching seminar is an excellent opportunity to share experiences, successes, and frustrations with student teaching colleagues. In addition, suggested solutions to problems encountered can be shared and guest presenters on topics of concern can extend mutual understandings. Seminars are not appropriate times to air individual problems that should be addressed in a private conference. **Student teachers are expected to attend all seminars and workshops.** Note that all student teachers will be expected to complete an electronic portfolio as part of their Seminar requirements. Much of this electronic portfolio consists of the TPA (Teacher Performance Assessment). Read requirements carefully and try to complete most or the entire portfolio before soloing. The Seminar instructor will work with students throughout the semester, and a faculty member will be assigned to evaluate the portfolios throughout the semester. The SYE description is included in a separate tabbed section at the end of this Handbook.
SUPPORT AND EVALUATION OF THE STUDENT TEACHER

Importance of Feedback and Ongoing Observations

Feedback is essential for personal and professional growth. Otterbein’s program is standards-based. In the ideal placement, dialogue is ongoing about the student teacher’s growth in the Standards and Critical Dispositions. All observations of the university supervisor should involve some written feedback. The cooperating teacher’s feedback will often take a verbal form; however, it is advisable to write down notes about observations on a regular basis. Although our program dictates the nature of the “formal” evaluation forms for mid-semester and final evaluation, there is no one right way for the informal situations that occur on a more frequent basis, especially between the cooperating teacher and student teacher. Some cooperating teachers and student teachers are able to talk informally throughout the day, so that feedback is constant and “comfortable.” In other situations, written feedback may be more appropriate: this allows the cooperating teacher to write more detail or perhaps, something more difficult to say verbally. Some pairs of cooperating teachers and student teachers have profited from a “dialogue journal.” This can be a simple ring bound notebook with informal notes from each party. This practice allows for ongoing communication and a documented history of progress. The dialogue journal should be placed where the university supervisor can read it and contribute comments. In this section of the Handbook is a form suggested for the cooperating teacher or supervisor to use for feedback after an observation. This form allows for comments, questions, and suggestions about the student teacher’s behaviors; the university supervisor can obtain copies of this form for the cooperating teacher with an attached carbon page for the student teacher. This form is also available in electronic format at the education website.* No matter what form the cooperating teacher and student teacher choose to use for the written feedback, note the following suggestions:

- Save and date the written feedback.
- Share the feedback between university supervisor and cooperating teacher.
- Acknowledge the “good things” and those that need to be improved.
- Model for the student teacher what is being recommended.
- Draw out from the student teacher his/her own self-assessments.
- Stay focused on standards and dispositions.

Student teachers will be formally evaluated by the cooperating teacher and the university supervisor in both a mid-semester and a final evaluation conference. However, any concern about the student teacher should be conveyed to the student teacher and the university supervisor as soon as possible to provide maximum time to address the concern.

* Departmental forms can be found at http://www.otterbein.edu/education/department-forms.asp
Three-Way Conferences and Formal Evaluations

In addition to the informal communication just described, formal communication involving all 3 parties should occur at least 3 times during the student teaching semester: during the first week, mid-semester, and at the end of the semester.

Initial 3-Way Conference

The university supervisor should initiate an early 3-way conference during the first week of student teaching. The following should be accomplished during that meeting:

- Go over this Handbook.
- Be sure that logistical and “school culture” issues are understood: where to park, when to arrive, what to wear, how to check in at the School Office, etc.
- Discuss ways for student teacher to begin to take part in teaching tasks.
- Flesh out a draft calendar for unit teaching, mid-semester evaluation, soloing, and the TPA learning segment.
- Establish ways for each party to communicate with the others: swap E-mail addresses and telephone numbers, and discuss when communication will work best (if there are times during the evenings acceptable for “emergency discussions,” whether lunch or planning periods are good meeting times, etc.)
- Determine and follow the school-approved procedure for using students’ photographs and work products in the TaskStream e-portfolio (e.g., assure students’ anonymity, inform parents that use is limited to professional assignment, etc.)

Mid-Semester Evaluation 3-Way Conference

The mid-semester evaluation conference should be held around the 6th week of the placement. All three parties should attend this 3-way conference. Using the form, “Student Teaching Mid-Semester Evaluation,” there should be discussion about the student’s progress on the 10 Standards and the Critical Dispositions. In addition, action steps should be described that will assist the student’s further growth and insure successful completion of student teaching. (Note: For students in Middle Childhood, use AMLE Middle Childhood Student Teacher Mid-Term Evaluation).

The mid-semester conference should accomplish the following:
- Review the Standards and Critical Dispositions expected of the student teacher in the program.
- Provide positive reinforcement and suggest objectives and/or new ideas to be concentrated upon during the remainder of the semester.
- Assess possible weaknesses to be concentrated upon during the remainder of the semester.
- Finalize a schedule for unit and TPA teaching, if not already done.
- Determine the most likely grade for student teaching if progress continues at the same pace.
By the mid–semester evaluation point, and prior to the approved date for withdrawal from a course without it being noted on the transcript, a student teacher who is having difficulty reaching an acceptable level of overall performance, as measured by the cooperating teacher, university supervisor, and/or the building principal, will be counseled by the university supervisor and advised of several possible options:

- withdraw from student teaching as soon as possible and retain the option of re-enrolling in another semester at a different location; or
- withdraw from student teaching and request to be allowed to satisfy requirements for a degree without licensure; or
- be reassigned to another placement having been advised that the lack of progress to date has placed the student teacher in a marginal position (Such reassignment may necessitate extended student teaching time); or
- continue in the same placement having been advised of the limitations and difficulties, but choosing to remain. If the student continues in the placement and, at the end of the semester, has not successfully completed the requirements for student teaching, the grade for the semester will be determined by the supervisor in consultation with the Director of Field Placements.

**Final Evaluation 3-Way Conference**

Final evaluation forms must be completed by the student teacher and cooperating teacher prior to the 3-way conference. (There are different evaluation forms for the different licensure areas, and these are listed on the next page.) At the final conference, the supervisor convenes the discussion of the student teacher’s attainment of the standards. After the meeting, the supervisor, using information from all appropriate sources, completes his/her copy of the evaluation form and makes a determination of the student teacher’s grade. All three copies of the completed Final Evaluation forms are placed in the student’s file in the Education Office after student teaching (along with the other documentation forms completed by the supervisor).
The following forms are used as the Final Evaluation forms depending on the student teacher’s licensure area.

<table>
<thead>
<tr>
<th>Licensure Area of Student Teacher</th>
<th>Final Evaluation Form(s) to be Used</th>
</tr>
</thead>
</table>
| Early Childhood Education         | • Student Teacher Final Evaluation Form  
                                  | • NAEYC Student Teaching Addendum |
| Middle Childhood Education        | • AMLE Student Teacher Final Evaluation Form  
                                  | • AMLE Student Teaching Final Evaluation Teacher Education Summary Sheet (Supervisor only) |
| AYA English/ Language Arts        | • Student Teacher Final Evaluation Form  
                                  | • NCTE Student Teaching Addendum |
| AYA Science                       | • Student Teacher Final Evaluation Form  
                                  | • NSTA Student Teaching Addendum |
| AYA Math                          | • NCTM Student Teacher Final Evaluation Form |
| AYA Social Studies                | • Student Teacher Final Evaluation Form  
                                  | • NCSS Student Teaching Addendum |
| Multi- Age Physical Education     | • NASPE Student Teacher Final Evaluation Form |
| Multi- Age Foreign Language       | • Student Teacher Final Evaluation Form  
                                  | • ACTFL Student Teaching Addendum |
| Multi- Age Health                 | • Student Teacher Final Evaluation Form  
                                  | • Student Teaching Addendum |
| Multi- Age Music                  | • Student Teacher Final Evaluation Form |
| Multi- Age Visual Art             | • Student Teacher Final Evaluation Form  
                                  | • Ohio MAVA Student Teaching Addendum |
Grading Procedure

The university supervisor has the final and legal authority to assign the final grade for the student teacher. The cooperating teacher and the student teacher are important sources of information for the grading process. To determine the letter grade for student teaching, the total of the 1–4 ratings for each of the 10 Standards of the supervisor’s form is calculated. Refer to the following for the final grade:

A, A– (34–40 points on 10 Standards)
Excellent: All objectives have been met. Quality of work was above expectations. The student teacher can be recommended enthusiastically for a teaching certificate.

B+, B, B– (26–33 points on 10 Standards)
Good: All objectives have been met. Quality of work met expectations. The student teacher can be recommended for a teaching certificate with confidence.

C+, C (20–25 points on 10 Standards)
Acceptable: Some objectives have not been completed. Quality of work is below expectations but acceptable. The student teacher can be recommended for a teaching certificate with reservations or conditions as stated.

D
Credit Pass Only: Several objectives have not been met. Competence was not demonstrated on some criteria. The student may use credit for university record only. A teaching certificate will not be recommended.

F
Fail: Neither university credit nor a teaching certificate is recommended.

W
Withdraw: Awarded when a student withdraws prior to the posted withdrawal deadline.

IP
In Progress: Awarded when the requirements could not be met because of conditions beyond the control of the student. Student teaching must be continued the following semester to complete the requirements and receive a letter grade. The IP default grade is issued in cases when student teaching is not completed the next academic semester.

End-of-Semester Appraisal of the Teacher Education Program

In order to help assess the effectiveness of the student teaching and overall teacher education program, both the cooperating teacher and the student teacher are asked to respond to separate and confidential questionnaires concerning the program. Instructions pertaining to this process will be distributed separately, usually by e-mail.
**Cooperating Teacher’s/Supervisor’s Feedback**  
*Otterbein University*

<table>
<thead>
<tr>
<th>Student Teacher:</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
<tr>
<td>Signature of Cooperating Teacher/Supervisor:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Observations and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Things to talk about:**
<table>
<thead>
<tr>
<th>Standard</th>
<th>Exceeds Expectation 4</th>
<th>Meets Expectation 3</th>
<th>Uneven or Marginal Performance 2</th>
<th>Unacceptable Performance 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Matter</td>
<td>• Demonstrates thorough command of content, skills, and methods of inquiry in discipline(s)</td>
<td>• Demonstrates solid understanding of key concepts in discipline(s)</td>
<td>• Has some misconceptions • Has limited ability to identify central concepts in disciplines</td>
<td>• Has major misconceptions • Is unable to handle subject matter</td>
</tr>
<tr>
<td>Learning &amp; Development</td>
<td>• Designs learning activities that are developmentally appropriate for all students in field placement</td>
<td>• Designs learning activities that are developmentally appropriate for most students in field placement</td>
<td>• Designs learning activities that are developmentally appropriate for some students in field placement</td>
<td>• Designs learning activities that are not developmentally appropriate for students in field placement</td>
</tr>
<tr>
<td>Diverse Learners</td>
<td>• Recognizes and addresses diverse learning needs in a system</td>
<td>• Recognizes and addresses diverse learning needs without prompting</td>
<td>• Recognizes diverse learning needs and addresses them with prompting</td>
<td>• Fails to recognize diverse learning needs</td>
</tr>
<tr>
<td>Planning</td>
<td>• Designs lesson/unit plans that are carefully crafted and aligned with benchmarks or standards</td>
<td>• Designs lesson/unit plans that are complete and aligned with benchmarks or standards</td>
<td>• Designs lesson/unit plans that contain essential elements but are not well-developed</td>
<td>• Designs lesson/unit plans that are missing critical elements (e.g. objectives, activities, materials, assessments)</td>
</tr>
<tr>
<td>Instruction</td>
<td>• Consistently provides effective instruction • Consistently provides effective instructional strategies</td>
<td>• Demonstrates ability to provide effective instructing • Demonstrates ability to vary instruction</td>
<td>• Struggles to provide effective instruction • Has trouble varying instruction</td>
<td>• Does not provide effective instruction</td>
</tr>
<tr>
<td>Management</td>
<td>• Demonstrates outstanding ability to engage students and to create a positive, productive learning environment</td>
<td>• Demonstrates ability to engage students and to create a positive, productive learning environment</td>
<td>• Finds it difficult to engage students or to create a productive, equitable learning environment</td>
<td>• Does not engage students or create a productive equitable learning environment</td>
</tr>
<tr>
<td>Communication</td>
<td>• Models excellent written and oral communication skills • Extends students’ communication skills in a deliberate, effective manner • Integrates media/technology</td>
<td>• Models good written and oral communication skills • Fosters good communication skills in students • Integrates media/technology</td>
<td>• Uses adequate written and oral communication skills • Misses opportunities to enhance students’ communication skills</td>
<td>• Uses poor written and oral communication skills</td>
</tr>
<tr>
<td>Standard</td>
<td>Exceeds Expectation 4</td>
<td>Meets Expectation 3</td>
<td>Uneven or Marginal Performance 2</td>
<td>Unacceptable Performance 1</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
<td>---------------------</td>
<td>----------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Assessment</td>
<td>- Uses formal and informal assessments to monitor student performance to modify instruction and to document progress</td>
<td>- Uses or develops assessments and bases some instructional decisions on assessment data</td>
<td>- Uses or develops assessments but does not base instructional decisions on assessment data</td>
<td>- Does not use or develop assessments</td>
</tr>
</tbody>
</table>
| Reflection | - Produces insightful reflection  
- Is able to take a critical stance and generate solutions, seeks input from supervisor and cooperating teacher and looks for ways to grow professionally | - Produces thoughtful reflection  
- Is responsive to suggestions made by supervisor and cooperating teacher and can incorporate them into own teaching repertoire | - Describes rather than analyzes teaching  
- Is sometimes responsive to suggestions made by supervisor or cooperating teacher but deals with them in a fragmented or mechanical way | - Makes little or no attempt to reflect on teaching  
- Is unresponsive to suggestions made by supervisor or cooperating teacher |
| Collaboration & Professionalism | - Establishes productive relationships with colleagues  
- Is effective when communicating with parents  
- Behaves in a legally and ethically defensible manner | - Interacts with colleagues  
- Is comfortable communicating with parents  
- Behaves in a legally and ethically defensible manner | - Interacts with colleagues when required to do so  
- Is reticent to communicate with parents  
- Behaves in a legally and ethically defensible manner | - Does not interact effectively with colleagues  
- Does not interact effectively with parents  
- Does not show understanding of legal/ethical responsibilities |
<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectation 4</th>
<th>Meets Expectation 3</th>
<th>Uneven or Marginal Performance 2</th>
<th>Unacceptable Performance 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hard-working</strong></td>
<td>is responsible, reliable, punctual</td>
<td>is responsible, reliable, punctual</td>
<td>has trouble with lateness, absence</td>
<td>does not meet commitments</td>
</tr>
<tr>
<td></td>
<td>is a self-starter who is generous with time, talents, and resources</td>
<td>fulfills requirements in a timely manner</td>
<td>has trouble meeting deadlines</td>
<td>does not meet deadlines</td>
</tr>
<tr>
<td><strong>Principled</strong></td>
<td>values and acts upon the principles of honesty, fairness, mutual respect, and compassion</td>
<td>values and tries to act upon the principles of honesty, fairness, mutual respect, and compassion</td>
<td>values but frequently fails to act upon the principles of honesty, fairness, mutual respect, and compassion</td>
<td>neither values nor acts upon the principles of honesty, fairness, mutual respect, and compassion</td>
</tr>
<tr>
<td><strong>Resourceful</strong></td>
<td>demonstrates initiative by consulting with others as well as developing own solutions to problems</td>
<td>demonstrates initiative by consulting with others to solve problems</td>
<td>generally relies on others to solve problems</td>
<td>always relies on others to solve problems</td>
</tr>
<tr>
<td><strong>Open-Minded</strong></td>
<td>is eager to learn about others</td>
<td>is willing to learn about others</td>
<td>has trouble listening to others</td>
<td>fails to listen to others</td>
</tr>
<tr>
<td></td>
<td>is non-judgmental</td>
<td>tries to be non-judgmental</td>
<td>can be insensitive to others</td>
<td>insensitive and judgmental</td>
</tr>
<tr>
<td></td>
<td>welcomes diverse points of view</td>
<td>is open to diverse points of view</td>
<td>has trouble with diverse points of view</td>
<td>refuses to entertain any viewpoint other than his/her own</td>
</tr>
<tr>
<td><strong>Organized</strong></td>
<td>handles multiple tasks and demands efficiently</td>
<td>handles multiple tasks and demands adequately</td>
<td>has trouble with multiple tasks and/or demands</td>
<td>cannot handle multiple tasks and demands</td>
</tr>
<tr>
<td><strong>Collegial</strong></td>
<td>is a valued colleague or team member</td>
<td>is a productive colleague or team member</td>
<td>has let a colleague or a team down several times</td>
<td>is undependable, self-centered, or excessively controlling</td>
</tr>
<tr>
<td></td>
<td>can give and take suggestions and constructive criticism</td>
<td>can take suggestions and constructive criticism</td>
<td>responds defensively to suggestions and constructive criticism</td>
<td>refuses all suggestions and constructive criticism</td>
</tr>
<tr>
<td><strong>Inuitive</strong></td>
<td>is open to new ideas</td>
<td>is open to new ideas</td>
<td>is sometimes open to new ideas</td>
<td>can be a rigid thinker</td>
</tr>
<tr>
<td></td>
<td>consistently asks good questions</td>
<td>usually asks good questions</td>
<td>rarely asks good questions</td>
<td>never asks questions</td>
</tr>
<tr>
<td></td>
<td>regularly seeks out answers</td>
<td>usually seeks out answers</td>
<td>sometimes seeks out answers</td>
<td>never seeks out answers</td>
</tr>
<tr>
<td><strong>Flexible</strong></td>
<td>responds to unexpected challenges in a creative, productive manner</td>
<td>is able to adjust, redirect, and deal with the unexpected</td>
<td>is often unable to adjust, redirect, and deal with the unexpected</td>
<td>is generally unable to adjust, redirect, and deal with the unexpected</td>
</tr>
<tr>
<td><strong>Positive</strong></td>
<td>finds good in most situations</td>
<td>finds good in most situations</td>
<td>at times, has trouble finding good aspects of a situation</td>
<td>quick to blame</td>
</tr>
<tr>
<td></td>
<td>is able to praise others</td>
<td>looks for ways to be successful</td>
<td>often takes a &quot;yes-but&quot; stance when suggestions are given</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sees possibilities rather than obstacles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td>truly enjoys working with colleagues, students, parents</td>
<td>interacts effectively with colleagues, students, parents</td>
<td>has trouble interacting effectively with colleagues, students, and parents, but is comfortable with students</td>
<td>has trouble interacting with colleagues, parents, and students</td>
</tr>
<tr>
<td>Standard</td>
<td>Rating</td>
<td>Comments</td>
<td>Action Plan</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------</td>
<td>----------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Subject Matter</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning and Development</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diverse Learners</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration &amp; Professionalism</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Disposition</th>
<th>Rating</th>
<th>Comments</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquisitive</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principled</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open-Minded</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hard-Working</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resourceful</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collegial</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Evaluation</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signatures:  
Student Teacher  
Cooperating Teacher  
Supervisor  
Date  

Rating Key  
4) Exceeds Expectations (All indicators exemplary)  
3) Meets Expectations (All Indicators met)  
2) Demonstrates Uneven Performance (Some unmet indicators)  
1) Does Not Demonstrate Competence (Majority Indicators Unmet)
### Student Teacher Final Evaluation Form

**Student Teacher**

**Evaluator**
- [ ] Student Teacher
- [ ] Cooperating Teacher
- [ ] Supervisor (If supervisor see below**)

**Cooperating Teacher**

**Supervisor**

**School/Placement**

**To be filled out by Otterbein University Supervisor Only**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Rating</th>
<th>Performance Indicator</th>
<th>Supervisor Signature</th>
</tr>
</thead>
</table>
| **Standard 1 Subject Matter**
  - The student understands the discipline(s) he or she teaches and can create learning experiences that make subject matter meaningful for students | 4 | 1.1 The student teacher demonstrates content mastery. | Met | Not Met |
  | | 3 | 1.2 The student teacher encourages students to look at subject matter from a variety of perspectives and to see linkages across discipline(s). | Met | Not Met |
  | | 2 | 1.3 The student teacher gives students opportunities to use methods of inquiry associated with the discipline(s). | Met | Not Met |

**Comments**

**Standard 2 Student Learning**
- The student teacher understands how students learn and develop.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Performance Indicator</th>
<th>Supervisor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2.1 The student teacher provides developmentally appropriate learning opportunities.</td>
<td>Met</td>
</tr>
<tr>
<td>3</td>
<td>2.2 The student teacher motivates students to be active learners.</td>
<td>Met</td>
</tr>
</tbody>
</table>

**Comments**

**Standard 3 Diverse Learners**
- The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Performance Indicator</th>
<th>Supervisor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3.1 The student teacher designs and implements lessons based on: individual differences, students’ cultures, and multiple cultural perspectives.</td>
<td>Met</td>
</tr>
<tr>
<td>3</td>
<td>3.2 The student teacher can identify when and how to access appropriate resources and services to meet exceptional learning needs.</td>
<td>Met</td>
</tr>
<tr>
<td>2</td>
<td>3.3 The student teacher creates a learning community in which individual differences are respected.</td>
<td>Met</td>
</tr>
</tbody>
</table>

**Comments**

**Standard 4 Planning Instruction**
- The student teacher plans instruction based upon the knowledge-base of the subjects, student population, community needs, curriculum goals, and Ohio approved curriculum models.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Performance Indicator</th>
<th>Supervisor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4.1 The student teacher becomes familiar with relevant aspects of students’ background and experiences.</td>
<td>Met</td>
</tr>
<tr>
<td>3</td>
<td>4.2 The student teacher articulates clear learning goals for the lesson that are appropriate for the students.</td>
<td>Met</td>
</tr>
<tr>
<td>2</td>
<td>4.3 The student teacher demonstrates an understanding of the connections between the content that was previously learned, the current content, and the content that remains to be learned in the future.</td>
<td>Met</td>
</tr>
<tr>
<td>1</td>
<td>4.4 The student teacher creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.</td>
<td>Met</td>
</tr>
</tbody>
</table>

**Comments**

**Standard 5 Instructional Strategies**
- The student teacher is proficient in utilizing a variety of instructional models to encourage critical thinking, problem-solving, and performance skills.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Performance Indicator</th>
<th>Supervisor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5.1 The student teacher makes learning goals and instructional procedures clear to students.</td>
<td>Met</td>
</tr>
<tr>
<td>3</td>
<td>5.2 The student teacher makes content comprehensible to students.</td>
<td>Met</td>
</tr>
<tr>
<td>2</td>
<td>5.3 The student teacher encourages students to extend their thinking.</td>
<td>Met</td>
</tr>
<tr>
<td>1</td>
<td>5.4 The student teacher monitors students’ understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts learning activities as the situation demands.</td>
<td>Met</td>
</tr>
</tbody>
</table>

**Comments**

**Rating Key**

- 4) Exceeds Expectations (All indicators exemplary)
- 3) Meets Expectations (All indicators met)
- 2) Demonstrates Uneven Performance (Some unmet indicators)
- 1) Does Not Demonstrate Competence (Majority Indicators Unmet)
Standard 6 Learning Environment
The student teacher motivates individual students and groups of students by creating a positive, encouraging, and active learning environment.

- 6.1 The student teacher creates a climate that promotes fairness.
- 6.2 The student teacher establishes and maintains rapport with students.
- 6.3 The student teacher communicates challenging learning expectations to each student.
- 6.4 The student teacher establishes and maintains consistent standards for classroom behavior.
- 6.5 The student teacher makes the physical environment as safe and conducive to learning as possible.
- 6.6 The student teacher uses instructional time effectively.

Comments

Standard 7 Communication
The student teacher uses effective forms of communication to foster interaction in the classroom.

- 7.1 The student teacher speaks and writes clearly and correctly.
- 7.2 The student teacher supports and expands students’ communication skills.
- 7.3 The student teacher knows how to design and implement a variety of media communication tools.

Comments

Standard 8 Assessment
The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

- 8.1 The student teacher creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.
- 8.2 The student teacher involves students in self-assessment activities.
- 8.3 The student teacher uses formal and informal assessment data to evaluate progress and modify instruction.

Comments

Standard 9 Reflection & Professional Development
The student teacher is a reflective practitioner who actively seeks out opportunities to grow professionally.

- 9.1 The student teacher reflects on the extent to which learning goals are met.
- 9.2 The student teacher demonstrates a sense of efficacy.

Comments

Standard 10 Collaboration, Ethics, & Relationships
The student teacher fosters relationships with school colleagues, parents, and the larger community to support students’ learning and well being.

- 10.1 The student teacher builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.
- 10.2 The student teacher communicates with parents or guardians about student learning.

Comments

Disposition | Rating | Disposition | Rating
--- | --- | --- | ---
Hard-working | 4 | Inquisitive | 4
Resourceful | 4 | Flexible | 4
Principled | 4 | Positive | 4
Open-minded | 4 | Social | 4
Collegial | 4 | Organized | 4

Evaluator's Signature

Rating Key

- 4) Exceeds Expectations (All indicators exemplary)
- 3) Meets Expectations (All Indicators met)
- 2) Demonstrates Uneven Performance (Some unmet indicators)
- 1) Does Not Demonstrate Competence (Majority Indicators Unmet)
END-OF-SEMESTER PROCEDURES

Professional Reference Form

Student teachers who successfully complete their placement are eager to begin the job search process. Cooperating teachers and supervisors, please complete a candid written assessment of the student teacher at the end of the semester. Use a copy of the Professional Reference Form on the next page or professional letterhead. Ideally, you are comfortable sharing and discussing your reference with the student. The Family Educational Rights and Privacy Act of 1974 gives candidates the right to view this reference. Cooperating teachers may give the completed form directly to the student teacher or supervisor, or mail to the Education Department (Education Department, One South Grove Street, Westerville, OH, 43081). An extra copy should be given to the student teacher to keep in his/her professional portfolio. (Unlike past practice, students now build their own files of references.) The following suggestions may be helpful when writing the professional reference:

1. As an educator, speak to the points that potential employers and colleagues are interested in: What did this student do during the field placement? (topics taught, unique aspects of your school or classroom, qualities of the students in the classroom, special activities attended or sponsored) What qualities make this candidate special? (How were standards met? What instructional skills were demonstrated? What kinds of significant professional growth occurred?) Please make as complete and candid a statement as possible regarding the individual and his/her work. Some additional factors you may want to consider are his/her personal qualities, academic ability, reliability, cooperation, perseverance, oral and written communication skills, creative potential and professional attitude.

2. Type or use black ink with legible handwriting (typing is preferable); the form has been left mostly blank so that printing from the computer is not difficult. The form is available at www.otterbein.edu/education/department-forms.asp*

3. Carefully worded concerns or reservations about the applicant’s qualifications are sometimes difficult, but may be important to include.

4. Do not make reference to the student’s race, religion, national origin, or other personal matters.

5. Save the form as a PDF which preserves the integrity of the document for the future. DO NOT save and send to the student as a .doc document file.

*Professional Reference form can be found at (http://www.otterbein.edu/education/department-forms.asp).
Candidate’s Name _______________________________ Graduation Year: ________

First          Middle/Maiden         Last

Return directly to the candidate and the Department of Education, 1 South Grove Street, Westerville, OH 43081.

Signature ____________________________________________________________
Name: __________________________________________________________________
Title: __________________________________________________________________ Date: __________________________
School/Organization: ___________________________________________ Telephone: _________________
Address: __________________________________________________________________
Email: __________________________________________________________________
How long have you known candidate? ________________________________
In what capacity? ________________________________________________
End-of-Semester Checklist

Attention Supervisors: Please double check that the tasks of student teachers and cooperating teachers have been completed. On Monday of Exam Week (week 15 of the semester), submit this sheet completed, bundled, and paper clipped with the forms listed below, for all of your Student Teachers, to Claire Parson in the Education Office, Roush Hall 430.

Student Teaching Information
(To be completed by Supervisor and submitted with all forms by Monday of Exam Week)

Student Teacher’s Name: ____________________________ Date: ________________
Semester: □ Fall □ Spring Year: ________________
Student Teaching Course: Please check one.
☐ Early Childhood: EDUC 4710 ☐ Gahanna Internship
☐ Middle Childhood: EDUC 4810 ☐ MAT Student Teaching
☐ Multi-Age or AYA: EDUC 4100 ☐ Other

Student Teaching Grade (A-F): ____________
Final 1-4 Ranking (4=high): ________________
School Assigned: ____________________________
School District: ____________________________
Grade(s) Taught: ____________________________ Subject(s): ____________________________
Cooperating Teacher(s): ____________________________
College Supervisor: Print name: ____________________________

College Supervisor: Signature: ____________________________

Supervisors
End-of-Semester Tasks
☐ Complete Final Evaluation
☐ Determine letter grade
☐ Determine Ranking
☐ Dated Running Records of visits.
☐ Professional Reference Forms Supervisors & Coops.
☐ Final Evaluation Forms
☐ Mid-semester Evaluation
☐ Notes from visits (dated, ordered latest to earliest)
☐ Mileage Report, Totaled

Student Teachers
End-of-Semester Tasks
☐ Return all Classroom Materials
☐ Complete Final Evaluation
☐ Implement a professional way to say goodbyes and thank yous to students and parents, Cooperating Teacher, Supervisor and school colleagues.
☐ Submit final TaskStream portfolio to Evaluator
☐ Complete and submit Evaluation of the Student Teaching Experience.

Cooperating Teachers
End-of-Semester Tasks
☐ Complete Final Evaluation
☐ Complete Professional Reference Form, and submit to Supervisor.
☐ Complete and Submit Evaluation of Student Teaching Experience.
GOALS OF SENIOR YEAR EXPERIENCE (SYE) COURSES

SYE courses are designed to:

- expose students to significant contemporary issues
- give students tools for understanding and making ethical choices when faced with these issues
- teach students the skills of synthesis and integration of materials across disciplinary boundaries
- allow students to bring together the learning they have done in their majors and in their Integrative Studies courses
- provide a bridge between academic learning and responsible citizenship

Students in all SYE offerings can expect to:

- analyze and engage with complex contemporary issues, issues for which the liberal arts graduate is expected, by society, to provide leadership
- practice the skills of synthesis by drawing from multiple disciplinary bases and developing a “big picture” from diverse perspectives
- use interdisciplinary materials and methods and begin to recognize the strengths and limits of their own and other disciplines
- practice active self-reflection, including conscious attention to ethics, personal values, and citizenship, including your roles and responsibilities as educated persons, professionals, and citizens
- practice the integration of learning, bringing together what has been learned in core courses and in major elective courses to confront a contemporary issue
- engage in social and intellectual interaction with the wider community beyond Otterbein
- reflect on liberal arts education, its purpose, and its uses

How does this relate to Student Teaching?

- All students completing teaching licensure are required to complete an SYE service project in the context of their student teaching experience. The SYE project will be explained in the initial student teaching orientation, supported in student teaching workshop sessions and presented in a culminating campus presentation at the end of the semester.