University of Cincinnati
Educator Preparation Programs

Candidate Handbook

Middle Childhood Education

Transforming Lives, Schools, and Communities

Revised August 2015
# Middle Childhood Education Faculty & Staff

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Dear Candidate:

As part of the University of Cincinnati’s continuing effort to ensure clear communication with candidates in educator preparation programs, we have compiled this handbook outlining important information about specific expectations and responsibilities in your program. You are responsible for knowing the information in this program handbook and understanding the associated responsibilities and requirements for completing the program. If you have questions about your responsibilities, contact your academic advisor, your field supervisor, the field coordinator, or the program coordinator.
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1. Introduction

Welcome to the Middle Childhood Education Program! This Handbook has been written to acquaint you with general and specific requirements concerning the Middle Childhood Education (MDL) program, and should be used by MDL teacher candidates as a guide to the policies and procedures of the program. The purpose of the MDL licensure program is to prepare committed, caring, and competent educators in two of four licensure areas. These concentrations include math, language arts, science, and social studies. For questions regarding specific requirements not addressed in this book, candidates should meet with an academic advisor. Questions about the policies described in the Handbook should be addressed to the coordinator of the MDL program.

2. Middle Childhood Program Mission Statement

The Middle Childhood Education Program at the University of Cincinnati is dedicated to improving the educational experiences of children in Grades 4 through 9. The program’s central goal is the preparation of committed, caring, and competent educators who are:

- Qualified to meet the unique intellectual, social, and emotional needs of children in middle childhood
- Reflective and responsible professionals who demonstrate an inquiry orientation toward teaching and professional development
- Committed to working with children who are diverse in learning style, ethnicity, language, gender, age, class, physical and intellectual achievement, and family background
- Experienced in thinking critically, solving problems, and working collaboratively with children, families, and other professionals
- Knowledgeable about disciplinary subject fields, curriculum integration, and technology

In order to prepare such dedicated, knowledgeable, and experienced teachers, the Middle Childhood Program is committed to providing an innovative and outstanding teacher preparation program that bridges theory and practice. Toward that end, the program includes:

- Extensive and authentic field placements in Professional Practices Schools and Professional Development Schools
- Thorough mentoring by experienced professionals committed to reflective practice
- Collegiality and collaboration among teachers, students, and school and university faculty
- University course work that emphasizes student diversity and inclusiveness, integration of technology, an inquiry approach to teaching and learning, and a foundation of contemporary theory and research
- A focus on lifelong learning and development through involvement in professional organizations, classroom-based inquiry, and collaboration with children, families, and other professionals who use assessment to inform their efforts
3. Transformative Initiative

- The goal for our Transformation Initiative is to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction.

- Theme: Helping candidates come to terms with unintentional barriers and bias.

- Theme: Implementing a reliable and valid Teacher Performance Assessment to improve the consistency and quality of teacher effectiveness.

- Theme: Embedding methods courses in schools and better integrating methods courses with field experiences.

- Theme: Adding more and earlier field experiences.

- Theme: Preparing teachers for urban schools.

- Theme: Implementation of research-based strategies.

- Theme: Academic language development

- Theme: Reflection.

4. Conceptual Framework and Institutional Standards

The conceptual framework identified by the University of Cincinnati educator preparation community is to prepare committed, caring, and competent educators. In view of this mission, the Unit’s standards for performance expectations for candidates are:

Candidates of the University of Cincinnati are committed, caring, competent educators

- with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context.
- with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline.
- who successfully collaborate, demonstrate leadership, and engage in positive systems change.
- who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity.
- able to address issues of diversity with equity and possess skills unique to urban education including culturally responsive practice.
- able to use technology to support their practice.
- who use assessment and research to inform their efforts and improve student outcomes.
- who demonstrate pedagogical content knowledge, grounded in evidence-based practices, and maximizing the opportunity for learning, and professionalism.

The Middle Childhood Basic Framework Principles

- In addition to the guidelines set forth by the College and the Division, the conceptual framework of the Middle Childhood Education Program is designed to educate teacher candidates who support and exemplify the Association for Middle Level Education (AMLE) Teacher Preparation Standards. These standards include the following: Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction,
participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

- Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).
- Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.
- Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Reference: Association for Middle Level Education: Teacher Preparation Standards AMLE 2012

5. Professional Commitments and Dispositions

Dispositions:

We believe committed, caring and competent educators should possess the following dispositions. As committed, caring, competent educators we:

- demonstrate professionalism in attendance, punctuality, and dress.
- demonstrate initiative on behalf of all learners.
- demonstrate responsibility to promote effort and excellence in all learners.
- demonstrate rapport with students, peers, and others.
- demonstrate a commitment to reflection, assessment, and learning as an ongoing process.
- are willing to work collaboratively with other professionals to improve the overall learning environment for students.
- appreciate that “knowledge” includes multiple perspectives and that development of knowledge is influenced by the perspective of the knower.
- are dedicated to teaching the subject matter and in keeping informed and are competent in the discipline and its pedagogy.
- appreciate both the content of the subject area and the diverse needs, assets, and interests of the students and value both short and long term planning.
- are committed to the expression and use of democratic values in the classroom.
- take responsibility for making the classroom and the school a “safe harbor” for learning, in other words, a place that is protected, predictable, and has a positive climate.
- recognize the fundamental need of students to develop and maintain a sense of self-worth, and that student misbehavior may be attempts to protect self-esteem.
- believe that all children can learn and persist in helping every student achieve success.
- value all students for their potential and people and help them value each other.
- are committed to high ethical and professional standards.
6. Accreditation

The Educator Preparation Programs at the University of Cincinnati are accredited by the Council for the Accreditation of Educator Preparation (CAEP.) In addition, the Middle Childhood Education program is recognized by the Association of Middle Level Educators (AMLE.)

7. Criteria for Admission: The Professional Cohort

The University of Cincinnati’s Middle Childhood Education Preparation Program employs a two-tiered admission procedure. First, all candidates must be enrolled in, or have completed, pre-requisite courses. Then, to begin the professional years of the program, candidates must be admitted to a Professional Cohort. All teacher education candidates must meet established criteria for admission into the Professional Cohort. These criteria include:

- minimum cumulative grade point average: 2.8 on a 4.0 scale;
- minimum grade point average of 2.6 in courses within their major;
- successful completion (grade of at least C) of prerequisite courses;
- acceptable good moral character and conduct form; passing scores on Praxis Core Academic Skills for Educators Test (can be waived by earning ACT score of 22 or SAT math/reading only score of 1000).

Praxis CORE Requirement

Praxis CORE consists of three tests designed to measure proficiency in the basic skills of reading, writing and mathematics, which are vital to your success as an educator. **Students should take this test no later than the Autumn semester of their Sophomore year.** All candidates must achieve an acceptable score (specified below) prior to admission to the professional cohort. If you have any questions about when to take the Praxis CORE, please talk with your academic advisor. Praxis CORE can be waived with acceptable SAT or ACT scores. Students should check with an advisor about waiving Praxis CORE.

Acceptable Praxis CORE passing scores are: Reading, 156, Writing, 162, and Mathematics, 150. Study guides and other free test preparation materials are available to help you prepare for these tests. Go to ETS’s web page for information about these tests. [https://www.ets.org/praxis/about/core/content/](https://www.ets.org/praxis/about/core/content/)

You can find registration information at ETS’s web page at [http://www.ets.org](http://www.ets.org). You can register to take this test at UC by calling UC’s Testing Services (556-7173).

8. Applying for the Professional Cohort

Late in the fall semester of the year before they wish to enter cohort, potential candidates attend a program meeting to review the procedures for entering cohort. Students should also stay in contact with their academic advisor. Before entering cohort, potential candidates need to have completed or be registered in the prerequisite courses for admission. While it is acceptable for students to continue to work on their general education content courses while being a part of the cohort if able to fit into their schedule, they should strive to complete most of their content requirements by the end of the semester prior to entering cohort.

Application deadlines are usually in January of the year before entering cohort the following fall. Typically, candidates are notified of their acceptance into cohort by the month of March.

Additionally, Candidates must be able to demonstrate the physical, cognitive, behavioral, social and sensory/motor capacity to engage in all aspects of the teacher education program. Please refer to the Technical Standards of the school of Education contained in the appendix.

**Candidates should check with advisors in the Student Services Center in the College of Education, Criminal Justice, and Human Services to verify due dates and requirements for application to the Professional Cohort.**
9. Field Experience Placement Application

Professional cohort members must complete three formal field experiences that allow them to assume an active role in the instruction of students over a period of several months. Candidates are required to assume the roles of committed, competent, and caring educators, serving diverse communities of learners, and reflecting on their own practice. In addition to the cognitive and pedagogical knowledge required, candidates must possess the physical stamina and dispositions required of an educator.

Candidates will apply for their first field experience placement during the fall semester of their first year in the cohort. Application forms will be distributed during a common course that the cohort is expected to take at the same time or will be available directly from the Field Coordinator. Candidates are expected to complete field placements in at least two settings. Field placement requirements will begin the second term of cohort (Spring semester.) The Middle Childhood Education program provides on-site contact with schools. These experiences are intended to give candidates the professional point of view and practical understanding that is essential to the preparation of effective teachers. In cooperation with area school systems, practica are arranged in area classrooms, ensuring candidates of relevant opportunities for observation and participation. All placements are made by the Field Placement Coordinator. Candidates may not attempt to coordinate their own placements, nor may they attempt to change their assignment with another candidate. Candidates may be able to state geographic placement preferences when they apply for field placements and need to be aware that preferences are requests and are NOT guaranteed. Each candidate must be placed in a variety of settings in order to provide them with differing experiences that address grade level, licensure area, content area, and diversity. Candidates need to be aware that field placements will involve travel to different areas of the region in order to meet these requirements, and that it is the responsibility of the candidate to obtain transportation to the field sites.

The Middle Childhood Education program requires candidates to spend a significant amount of time working with adults and children in schools. Consistent with professional obligations, the college must take reasonable care to protect the welfare of those with whom students come in contact. All CECH Licensure Programs require that any candidate who is involved in field placements involving children or youths (of any length or purpose), must complete a background check from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation, prior to entering a school setting. All documents are submitted to the Field Coordinator. We have a commitment to the schools to send them candidates with approved reports. (see Background Check information section)

When evidence emerges that a candidate threatens the physical, mental, or legal well-being of children or adults with whom he or she may interact, the college reserves the right to refuse to make field placement assignments for that candidate and/or to recommend favorably for licensure. If necessary, the college may terminate the candidate’s association with the program with appropriate efforts at counseling for alternate career goals. Decisions of this kind are made by the program coordinator in consultation with the field placement coordinator.

Additionally, candidates cannot be placed:

- in a building in which their children are attending school;
- in a building in which a spouse or other relative is employed;
- in a building in which they have a relative attending school;
- with a cooperating teacher/mentor who is a relative, neighbor or acquaintance;
- in a building that they attended as a student.

All field experiences will be approved by the building principal, the appropriate district contact, and the Field Coordinator prior to notification of candidates or cooperating teachers/mentors. Candidates may be denied enrollment in a field experience if there are concerns/reservations expressed by faculty regarding the candidate’s preparedness to enroll in a field experience, or because of an evaluation that is unfavorable regarding the candidate’s disposition or negative evaluation in course work.

Schools’ Criteria for Field Selection
To ensure appropriate field experience, schools selected fulfill the following criteria:
1. The school adheres to the Middle Childhood Program’s conceptual framework and disposition.
2. The school demonstrates a commitment to providing inclusive, diverse learning experiences for candidates consistent with the Ohio Integrated Systems Model.
3. The school accepts the goals described in the professional experience (see below), and must be committed to offering candidates a wide range of learning opportunities commensurate with the standards for field experiences.

4. The school provides appropriate support to cooperating teacher/mentors.

5. Mentors at the school commit to providing professional supervision and evaluation of the candidate.

6. Cooperating teacher/mentors at the school model the skills and dispositions prescribed by the Middle Childhood Preparation Program (see above).

7. The school provides candidates with opportunities to infuse technology in their pedagogy.

10. Procedures for BCI/FBI Background Checks

Instructions for Fingerprinting for Bureau of Criminal Identification and Investigation and Federal Bureau of Investigation Civilian Background Checks

The state of Ohio requires affirmation of the moral character and conduct of education students. Self-disclosure of criminal offenses on the Good Moral Character and Conduct Form is a requirement for admission to cohort. Once accepted into cohort, a criminal background check is a required part of the application process for field experiences and licensure. The College of Education, Criminal Justice, and Human Services (CECH), therefore, is informing you of this requirement.

As part of the field placement process, all students in the Middle Childhood Education program must have FBI and BCI background checks and a Tuberculosis test completed during the month of June prior to each year in cohort.

Students must show their ID at the University of Cincinnati Public Safety office located in Four Edwards Center, Monday-Thursday between the hours of 7 a.m. and 6 p.m. and Friday 7 a.m. and 5 p.m. They will be asked to complete and sign a release form. There are other offices throughout the state that can process these background checks, but their use is discouraged. The UC Public Safety Office works cooperatively with the field service office and is knowledgeable about the state licensure requirements.

The cost for a BCI check (state of Ohio) and a FBI check (national) at the University of Cincinnati Public Safety office is $66 (subject to change). Students may pay in cash or by personal check, made payable to University of Cincinnati or by credit card (Visa, Master Card, Discover). Paper reports are usually available from the Public Safety office in three to five days. However, demand may be high at times and completion of documents may take up to several weeks at peak periods. Please do not wait to take care of this procedure. It is the responsibility of the student to submit paper copies of their BCI report, FBI report, and documentation of negative TB test results to the field coordinator. These copies must be submitted prior to August 1st. Failure to turn in these required documents may jeopardize your ability to complete a field placement and meet program requirements. Make extra copies of all these documents to present to the school(s) and for your personal records.

When requesting your BCI & FBI reports, students entering their final year of field placements must indicate to have the reports sent electronically to the Ohio Department of Education. Please notify the employee in the Public Safety Office if you will be applying for Ohio licensure within the next 12 months. Completing this form properly will eliminate the need to apply for another set of background check reports when applying for licensure.

BCI & FBI Review Policy and Procedures

All licensure candidates working in field placements (of any length or purpose) involving children or youth, must complete a background check from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI) prior to entering a school setting. The field coordinator must have the following documents before a candidate may enter a school site: (a) Candidate Field Experience Application Form, (b) a photocopy of a current BCI Report, (c) a photocopy of a current FBI Report, and (d) a photocopy of a current TB Report.

The Licensure Council serves as a “screening committee” to examine BCI and FBI reports that note a conviction, guilty plea or no contest plea. The Licensure Council, made up of representatives from each licensure program, using information gained from an outside assessment of criminal activity (FBI and BCI Reports), follows the same system used by the Ohio Department of Education for licensure approval.
• If the BCI and FBI reports reveal no convictions, guilty pleas or no contest pleas, the licensure candidate has passed the BCI and FBI criteria for field placement or internship approval.

• If a candidate submits either a BCI or FBI report with evidence of convictions, guilty pleas or no contest pleas, the Licensure Council will use the screening process provided by the Administrator of Investigations at the Ohio Department of Education described below to determine whether the candidate meets the criteria for field placement approval.

Three-Tiered Screening Process

First Screen: (Conviction/guilty plea/no contest plea results in no approval for field placement)

A district cannot employ and the state board cannot issue an initial teaching license to any applicant if an applicant has been convicted of, found guilty of, pled guilty to, or pled no contest to any offenses as listed in First Screen for Initial Licensure and Initial Employment (Standards for Licensure and Employment of Individuals with Criminal Convictions; Ohio Administrative Code Rule 3301-20-01, p. 3-5). Therefore, any candidate who has been convicted of, found guilty of, pled guilty to, or pled no contest to any of the offenses listed in the “first screen” shall not be approved for a field placement.

Second Screen: (Conviction/guilty plea/no contest results in approval for field placement if all rehabilitation criteria are met)

Conviction of, found guilty of, a guilty plea, or a no contest plea to any one of the offenses listed in The Second Screen for Initial Licensure and Initial Employment (See Standards doc., p. 5-7) disqualifies the applicant for initial licensure or employment unless the applicant meets the rehabilitation criteria listed in OAC 3301-20-01. An applicant must meet all requirements to be eligible for initial licensure and employment. Therefore all rehabilitation criteria must be met before any field placement can be approved.

Third Screen: (Rehabilitation Criteria)

Rehabilitation criteria can be found in the Standards for Licensure and Employment of Individuals with Criminal Convictions; Ohio Administrative Code Rule 3301-20-01, p. 8 (See Standards doc.). An applicant must meet all requirements to be eligible for initial licensure and employment. Therefore all rehabilitation criteria must be met before any field placement can be approved. Written evidence of rehabilitation is provided via completion of the “Third Screen” of the Standards for Licensure and Employment of Individuals with Criminal Convictions; Ohio Administrative Code Rule 3301-20-01. If an answer to the rehabilitation criteria is “no”, the applicant has not demonstrated sufficient evidence and will not be approved for a field placement. (When seeking employment, a district still maintains the discretion whether to offer employment to an applicant who has met the required rehabilitation criteria.)

The Licensure Council encourages candidates to hire lawyers to have the noted offense removed from the BCI or FBI record.

Candidates approved to enter field sites are required to disclose to the field placement school administrators that he or she has a BCI or FBI with a noted conviction, guilty plea or no contest plea. The field coordinator for the candidate’s program should be consulted about the disclosure process. Failure to disclose will constitute a failure to meet this requirement and make the candidate ineligible to participate in the field placement.

Please be aware that a school district may be unwilling to place a candidate with a BCI or FBI report with a noted conviction, guilty plea or no contest plea. In addition, this may be a barrier for obtaining a job as a licensed teacher.
11. Procedures for Field Experience Placement

The field experience is an important part of the Educator Preparation Program. To continue in their program, candidates must pass each term of the field experience. In addition, candidates must maintain the overall GPA of 2.8 on a 4.0 scale.

Candidates will complete approximately 700 hours in the field as they prepare to become committed, caring, and competent educators. **It is expected that candidates will begin to teach during the first semester of field experience.** The following timeline explains the field component of the professional cohort:

**Practicum I:** Candidates will be considered for and assigned placement in the field during the fall semester of their first year in cohort, and will begin their field experience in the spring semester (register for 18-MDL4000 (undergraduate,) or MDL 7000 (graduate.) The total number of hours candidates are expected to be in their classrooms during the spring semester is approximately 100. Candidates fulfill this requirement by spending a minimum of 8 hours weekly, (two half days each week). University course work may require candidates to spend more hours in the field to fulfill the requirements. The teacher candidate will take this course concurrent with one of their two content area methods courses. Only students who have been accepted into cohort and have successfully completed LSLS-3020 and LSLS-3021 may be enrolled in this course.

**Practicum II:** The practicum student will be in the host school for a minimum of 100 hours over the course of the semester. The candidate must have successfully completed MDL-4000 and must be concurrently enrolled in one of their two content area methods courses or have completed all of their methods coursework. The candidate will register for MDL 4001, (undergraduate,) or MDL 7001, (graduate.) The teacher candidate will report to the assigned school on the school’s opening day of classes, which may or may not coincide with the first day of classes at UC. The candidate is expected to be in the school full time until classes begin at UC. At that time, the teacher candidate will reduce their schedule to two half days each week. The student will maintain this schedule until the host school breaks for winter break. This may require the student to continue at the school beyond when classes end at UC.

**Student Teaching, MDL-6010:** This is full time student teaching, and requires students to be in a school for the full day, Monday through Friday., Candidates will be at the host school site full time when it reconvenes after winter break. This may or may not coincide with UC’s winter break schedule. The candidate will follow the school’s calendar and the placement will end when UC classes have ended for the semester. Candidates will take on the responsibilities of a regular teacher and are expected to plan and teach at least a two to four week sequence of lessons, guided by the mentor teacher. It is during this time the candidate will complete the Teacher Performance Assessment in one of their two content areas.

12. Responsibilities of Those Involved in Field Experiences

Numerous individuals and stakeholders are involved in the Field Experience component of the Middle Childhood Education Program. The following is a list of those involved, and the responsibilities each assumes in relation to the field component.

**Middle Childhood Program Field Coordinator**

The Middle Childhood Program Field Coordinator:

- accepts the field placement application and makes arrangements with the school setting for the candidate’s field experience
- assigns a school-based mentor to work with the student
- informs the candidate of the assigned placement
- notifies the candidate of the requirements and expectations regarding the field experience through the course syllabus, and instructs the candidate about the completion of all forms
- notifies the Teacher Education Field Placement Office of the candidate’s placement
- accepts, reviews, and maintains records of FBI and BCI reports and TB tests
Office of Teacher Education Field Placement at the University of Cincinnati

The Office of Teacher Education Field Placement is responsible for:

- record keeping of all field experience paperwork
- payment of mentors

Field Schools' Representatives and Responsibilities

The field school principal or representative is responsible for:

- providing a candidate with the appropriate orientation to the field school, personnel, and policies.
- accepting candidates as participants in the overall field school programs and activities, as appropriate. Providing time for supervision meetings between the cooperating teacher/mentor and the candidate. Meetings can occur either individually or as part of a team meeting, with the exception of evaluation conferences, which must be conducted individually.

Mentor Responsibilities and Qualifications

All mentors must be nominated and recommended by their principal or supervisor, have the appropriate licensure, and have at least three years successful teaching experience. Mentors with masters’ degrees are preferred. Mentors must provide documentation of their preparation and experiences, upon request. Specific web-based forms and submission calendars are available on the Office of Assessment and Continuous Improvement (OACI) website http://www.cech.uc.edu/oaci/

The mentor:

- agrees to participate in pre-placement activities if necessary (interviews, meetings with the university supervisor, etc.). These meetings are designed to support the placement process.
- agrees to participate in mentor training.
- is expected to display a commitment to the dispositions described by the University of Cincinnati Educator Preparation Unit.
- is responsible for ensuring that the candidate is oriented to the school. This orientation should include a description of the field school’s expectations, use of support staff and office equipment, use of materials, availability of supplies, and classroom routines.
- ensures that the candidate has a variety of experiences with students, including small group, individual work, and team teaching. Additionally, the mentor teacher will support the candidate with guided practice.
- conducts both formal and informal observations of the candidate. Notes taken during formal observations should include commentary about the candidate’s strengths and weaknesses, as well as the candidate’s skills and dispositions and other criteria contained on the evaluation forms. The program has a set of observation forms to guide the mentor’s observations.
- completes online candidate disposition progress report
- is responsible for preparing an end-of-semester evaluation of the candidate. The evaluations are to be discussed in meetings with the candidate. The final field experience grade is assigned by the university supervisor after reviewing the evaluation and other pertinent information.
- meets regularly with the candidate to provide constructive feedback and make suggestions.
- communicates with the university supervisor regarding the candidate’s professionalism, attendance, teaching, lesson quality, and communication skills.
- is expected to participate in an annual survey related to UC College of Education, Criminal Justice, and Human Services programs and the mentoring experience.
- complete the mentor teacher reimbursement form at the end of the field experience.
- agrees to work with university personnel to resolve problems in the candidate’s field performance in accordance with applicable school and university policies; contributes to the development of a remediation plan for a candidate who needs to improve his/her practice. Documentation of specific instances and incidents should be in writing.
- keeps information about the candidate private.
- remains in the classroom with the candidate.

Candidate Responsibilities

In essence, candidates are learning to become committed, caring, and competent educators while progressing through the professional cohort of the Middle Childhood Program. Candidates plan lessons and teach and assess students while in the field, working with their mentor teachers to understand the routine of a middle-level teacher’s day. Candidates are expected to teach once they have become familiar with the classroom, thus mentor teachers facilitate opportunities for candidates to tutor or teach in small groups as well as whole classroom settings. Candidates may have particular course work requirements to
fulfill while in the field, and they should discuss these requirements with their mentor teachers as soon as possible after the semester begins.

The following is a list of the foundational expectations for every candidate. **Checklists of requirements for Practicum Students and Student teachers follow this list.**

All candidates are expected to:

- conduct themselves in an appropriate and responsible manner, including the school dress code, and be consistent with the dispositions described by the University of Cincinnati Educator Preparation handbook. Candidates must remember they are guests in the field schools and must conduct themselves appropriately.
- comply with all deadlines set out in the handbook and in the course syllabus. Candidates are expected to discuss the content of the handbook with the mentor. Candidates are expected to be familiar with and to adhere to the rules applicable to students and teachers in the field school.
- participate in program-sponsored learning opportunities held in conjunction with the field experience, including orientation, group meetings, conferences with field staff, meetings with cooperating teacher/mentors, etc.
- keep the university supervisor apprised of their progress in the field experience. This includes weekly communication via e-mail or Blackboard, and normally scheduled conferences, as well as communication specifically initiated to discuss the candidate’s progress.
- notify their mentor and the university supervisor if they will be absent. Candidates with excessive absences will not receive a satisfactory evaluation.
- provide factual information concerning any factors or special needs that may affect their field experience or performance as requested by the program or field school.
- review the forms used to evaluate the candidate’s teaching with the mentor.
- be familiar with the community and cultures served by the field school.
- participate in conferences with parents when deemed appropriate by the mentor.
- assist with (but not assume full responsibility for) group activities and field trips. **(NOTE: Candidates may not drive a vehicle transporting students to/from school functions or be responsible for students off campus.)**
- submit complete and accurate records and reports requested by the field school and university.
- document evidence in a binder; maintain in the classroom a complete file of all lesson and unit plans and have them readily available to the mentor and university supervisor.

**Rules and Responsibilities For All Candidates**

**Initiative:** In general, the more initiative you take the better. You are expected to take an active role. In addition to creativity and originality in planning lessons, you are expected to participate in on-going activities of the school. The following responsibilities may be an important part of your role: assemblies, cafeteria duty, fire and tornado drills, arrival and dismissal of students, bus duty, attendance, monitoring the halls, field trips, emergency first aid, and moving students from one area to another. Your mentor teacher and university supervisor will expect to see evidence that you can take the initiative necessary to succeed in your first year of teaching.

University faculty and students are guests in local schools. In situations where a lack of initiative, ineffective management, inadequate planning, or poor interpersonal skills are detrimental to the education of the students in your mentor teacher's classroom, you may be removed from the student teaching assignment.

**Absences:** Personal illness or deaths in the immediate family are the only reasons for excused absences. If one of these occurs, with as much advance notice as possible, you must notify by telephone both your mentor teacher and your university supervisor of your situation. Subsequently, as soon as possible, inform by telephone your mentor teacher and university supervisor when you are able to return to the classroom. All time missed must be made up.

If your absences exceed **three** days, you must meet with your mentor teacher, the school principal (or his or her designee), and your university supervisor to discuss how you can compensate for this missing time. In situations where absences, late arrivals, or early departures are judged to be disruptive and detrimental to the education of the students in your mentor teacher's classroom, you may be removed from the student teaching assignment.
Transportation: The candidate is responsible for his/her own transportation to/from the field school.

Confidentiality: Under no circumstances may the candidate discuss his/her students outside of the field school. If the candidate uses classroom-related material in a university course, he/she must carefully disguise the student’s name to protect the individual’s privacy.

Legal Considerations: Candidates may not be unsupervised at any time. A candidate may serve as a substitute only during hours when he/she would not usually be in the classroom. Candidates may not miss university classes to be a substitute teacher. A candidate may continue learning experiences under the supervision of a substitute teacher, but legal constraints require the presence of a district-approved substitute teacher in the classroom. Although a candidate is encouraged to assist the cooperating teacher/mentor with extracurricular responsibilities and “playground duty”, because of legal and insurance constraints, a candidate cannot replace the teacher in these duties.

Problems and Conflicts: If a candidate encounters a conflict in his/her field experience, it is the candidate’s responsibility to discuss the matter first with the mentor teacher. If, after notifying the mentor of the problem, the conflict cannot be resolved between the candidate and the mentor teacher, the candidate should contact the university supervisor.

Liability Insurance: Professional liability insurance is provided for all candidates involved in university-sanctioned activities. Teacher candidates are required to maintain contact with their university supervisors on a regular basis. Contact should include communication and documentation required by each program. In case of incidents or issues that arise in a placement, candidates need to contact their supervisor immediately.

Termination: Field experiences may be terminated by the candidate, field school, or program. Any termination must be carried out in a planned manner with appropriate and timely evidence to support the termination. The candidate, mentor, and university supervisor are expected to be involved in the termination process.

Responsibilities of Practicum Students

Practicum I. During the first practicum experience, practicum students will be in the classroom a minimum of 8 hours each week. All of the required assignments will be in the course syllabus. Some of the course requirements may include the following:

- Be in the assigned school setting a minimum of 8 hours each week of the semester. This should be accomplished by spending a minimum of two, four-hour days each week in the school.
- Keep a daily time sheet.
- Keep an organized binder where all assignments and necessary forms are stored. This binder must be current at all times, and available for the supervisor and/or cooperating teacher to review.
- Plan and teach at least three lessons using the school district's adopted curriculum, Promotion Standards, Graded Course of Study, or Pacing Documents. Assessment must be included for each lesson using a record-keeping device for individual progress (checklists, anecdotal records, individual journal entries, etc.). The lesson plan must be shared and discussed with the Mentor Teacher and University supervisor prior to teaching.
- Complete all necessary assessment forms.
- Keep in contact with your university supervisor. Check your university email daily, and respond quickly to your supervisor and mentor teacher.
- Complete any other field assignments that may be assigned in your other university education courses.
- Keep a copy of your current FBI and BCI background checks, as well as your TB
• Read, review, and discuss the marking and grading procedures and become familiar with all the instruments used to record and report student progress such as daily checklists, homework assignment checklists, midterms, report cards, etc. Participate in the evaluation of student learning in collaboration with the Mentor Teacher.
• Discuss and plan with the Mentor Teacher various ongoing strategies to inform and involve parents in the learning process. This should include letters, telephone calls, daily checklists, class newsletters, etc. Create a class newsletter to send home to parents. Document in your binder.
• Discuss parent teacher conference techniques and procedures.
• Communicate with other staff members including specialists (Resource teacher, Art, Music, P.E., etc.) Document in your binder.
• Become familiar with and begin to use the available technology Begin to collect and organize materials and resources such as picture files, bulletin board ideas, book lists, community builders, ice breakers, emergency lesson plans, etc. Keep these in your binder.
• Experiment and become familiar with a variety of teaching techniques (direct teaching, cooperative learning, hands-on activities, etc.)
• Familiarize yourself with upcoming State mandated Achievement Tests.
• Communicate with support staff such as nurse, visiting teacher, counselor, social worker, psychologist, etc. Become familiar with the services they offer and find out about the referral process.

Practicum II. Practicum students are expected to be in their assigned classrooms from the first day of the field school's academic year until the Friday before classes begin at UC. After that time, they are expected to be in the school two half-days each week until the school's winter break begins, usually about December 20th.

Practicum Students will discover that schools and classrooms are complex environments. In order to focus on the individual aspects of middle level classrooms and other school learning environments, the following observation checklist may help candidates become aware of the complexities of their classrooms:

<table>
<thead>
<tr>
<th>Room Arrangement:</th>
<th>Arrangement of student desks; locations of teacher's desk, bulletin boards, chalkboards, supplies, reading areas and bookshelves, coat racks or lockers,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of rooms and procedures</td>
<td>Rules, including how they are explained, posted, enforced, and communicated to parents; lining up; using and monitoring restrooms; routines for entering the room; daily business and routines, weekly jobs or assignments; end of day procedures</td>
</tr>
<tr>
<td>Structures</td>
<td>Teaching teams; interdisciplinary curriculum, advisements with students; service learning; cooperative learning</td>
</tr>
<tr>
<td>Teaching</td>
<td>Daily schedules; specials; teacher responsibilities during specials; lesson introduction; teaching techniques; involving students in lessons; discussion; summarizing lessons; making assignments; students who have completed their work; transitions; homework</td>
</tr>
</tbody>
</table>
During Practicum II, practicum students are expected to complete all assignments as outlined in the course syllabus. This may include the following:

- Plan and teach at least three lessons using the school district's adopted curriculum, Promotion Standards, Graded Course of Study, or Pacing Documents. Assessment must be included for each lesson using a record-keeping device for individual progress (checklists, anecdotal records, individual journal entries, etc.). The lesson plan must be shared and discussed with the Mentor Teacher prior to teaching.
- Read, review, and discuss the marking and grading procedures and become familiar with all the instruments used to record and report student progress such as daily checklists, homework assignment checklists, midterms, report cards, etc. Participate in the evaluation of student learning in collaboration with the Mentor Teacher.
- Discuss and plan with the Mentor Teacher various ongoing strategies to inform and involve parents in the learning process. This should include letters, telephone calls, daily checklists, class newsletters, etc. Discuss parent teacher conference techniques and procedures. Participate in at least one parent teacher conference by the end of the year. Include in your portfolio evidence of the above.
- Become familiar with and begin to use the available technology Document the use in your portfolio. Begin to collect and organize materials and resources such as picture files, bulletin board ideas, book lists, community builders, ice breakers, emergency lesson plans, etc.
- Experiment and become familiar with a variety of teaching techniques (direct teaching, cooperative learning, problem-based learning, hands-on activities, etc.) Familiarize yourself with upcoming State mandated Achievement Tests.
- Communicate with support staff such as nurse, visiting teacher, counselor, social worker, psychologist, etc. Become familiar with the services they offer and find out about the referral process.
- Begin planning for the Teacher Performance Assessment, concentrating on the Planning Task.

**Responsibilities of Student Teachers**

Student teachers will generally continue in the same placement from Practicum II for Student Teaching. Student teaching is full time beginning when the host school resumes in January after the winter break and continues through the end of UC’s spring semester. The student teacher is expected to be in the school the same hours that are required for their mentor teacher. Candidates will take on the responsibilities of a regular teacher and are expected to plan and teach a connected sequence of lessons, guided by the mentor teacher. It is during this time the candidate will complete the Teacher Performance Assessment in one of their two content areas.

As a teacher candidate in the School of Education, you must complete the edTPA (Teacher Performance Assessment) during your student teaching experience. In this assessment, you’ll be called on to describe, analyze, and evaluate the teaching of a series of three to five content lessons.

Beginning in the fall semester of 2013, a special fee of $300 will be attached to specific student teaching courses to cover the cost of processing and scoring the edTPA. You will receive scores from Pearson that will provide you with specific information about your performance. You may use these data when you apply for teaching positions anywhere in the United States. Potential employers may ask for these data when you apply for teaching positions.
The University of Cincinnati’s School of Education is one of more than 160 teacher preparation institutions across 21 states to be a member of the Teacher Performance Assessment Consortium (TPAC) that requires the Teacher Performance Assessment (edTPA) for preservice teachers. Focused on the application of teaching skills in real classrooms, the edTPA is comparable to the licensing examinations in other professions (e.g., medical licensing exams, the architecture exam, or the bar exam). In addition to being a licensure program requirement, the edTPA is also an Ohio Teacher Preparation Quality Measurement.

Student teachers have the same responsibilities as teachers in the schools. They may be assigned to committees, do additional duties, attend team and staff meetings, conduct parent/teacher conferences, and participate in all other school activities. Student teachers are expected to demonstrate their commitment to the profession by being well prepared to teach in their assigned classrooms every day. Their lessons must be coordinated with the Mentor Teacher and their lesson plans should be submitted ahead of time, if desired by Mentor Teacher and/or principal.

Student Teachers need to learn specific information about their field assignments. This includes expectations for teachers and students; information about the students, the school, and the community; routines and classroom expectations, and other resource personnel in the school.

_Expectations for Teachers and Students:_

**Know**
- When teachers are required to be in the school building
- When teachers are required to be in their rooms
- When students are allowed in the building and where
- What students are allowed to do when they arrive early to school
- Whether the lunch period is open or closed
- How long the lunch period lasts
- Where students may go after they finish lunch
- The rules as they apply to chewing gum, the dress code, etc.
- How long students can stay after school
- The discipline policy and its implementation
- The rule about touching students, including patting them on the back, pulling them by their arms, etc.
- To preview materials for teaching before using them

**Learn About the Students/School/Community**
- How students get to school
- The start of the school day
- The school’s opening exercises and teachers’ roles
- The responsible class leaders
- Students with special needs
- The students’ special interests
- The community’s demographics and life styles
- The resources in the community for field trips and special projects

**Setting Routines/Classroom Expectations**
- How students know class is going to begin
- What students are allowed to do during independent study time
- The classroom procedures for sharpening pencils, leaving the room, etc.
- How classroom rules are established and maintained
- Procedure for sending a student to the office

**Other Resources**
- Communicate with support staff such as nurse, visiting teacher, counselor, social worker, psychologist, etc. Become familiar with the services they offer and find out about the referral process. Students who may be on medication
- Procedure for student’s request for an aspirin
- The building secretary and the regulations regarding the use of secretarial help
- The building custodian and the use of custodial services
- Other personnel available for assistance with student
Middle Childhood Education Program field assessments and evaluations are conducted through web-based surveys. A link to the web based surveys and the schedule for their submission is available on the Office of Assessment and Continuous Improvement website at [http://www.cech.uc.edu/oaci/](http://www.cech.uc.edu/oaci/).

**Practicum Students’ Evaluations**

Practicum Students are evaluated by their Mentor Teachers (practicum 2,) or from their onsite university supervisor, (practicum 1,) with two web-based forms: the Candidate Dispositions Progress Report, and the Practicum Student Evaluation Form. Each semester, practicum students are expected to complete a web-based evaluation of their placement and supervisor. Forms for these evaluations can be found at [www.cech.uc.edu/oaci/](http://www.cech.uc.edu/oaci/).

**Candidate Dispositions Progress Report:** This form is used by the Mentor Teacher and/or the university supervisor to evaluate the Candidate's dispositions for teaching. This report is completed twice: during the fourth week and during the fourteenth week of each semester. The Candidate Dispositions Progress Report is used to identify and to document problems that may arise with a Candidate's performance.

**Collaborative Assessment Log:** The Collaborative Assessment Log (CAL) is an assessment tool that is useful in guiding mentoring conversations. During practicum 2, the mentor and the candidate are expected to complete this form biweekly. This form can be found in the appendix, as well as at the OACI web page at [www.cech.uc.edu/oaci/](http://www.cech.uc.edu/oaci/).

**Preservice Teacher Goal Setting Agreement:** Based upon their reflection and assessment gleaned from the use of the CAL, teacher candidates, in collaboration with their mentor and university supervisor use this tool to document areas of strength and areas for growth and to develop a plan to strengthen one or two of the areas for growth. This form is to be completed towards the end of the practicum experience. This form can be found in the appendix, as well as at the OACI web page at [www.cech.uc.edu/oaci/](http://www.cech.uc.edu/oaci/).

**Evaluation of Placement and Supervision:** Each candidate is responsible to evaluate the placement and the university supervisor each semester.

**Student Teachers’ Evaluations**

**Candidate Detailed Dispositions Report:** This form is used by the Mentor Teacher to evaluate the Student teacher's dispositions for teaching. This report is completed online by the Mentor Teacher the fourth and fourteenth week of each semester.

**The Candidate Brief Dispositions Progress Report:** This serves both to document exemplary actions and to serve as an incident report when identifying and documenting problems that may arise with an Intern's performance. In this case, both the student teacher is to receive a copy of the form. The Program Chair, and the field coordinator are notified and given copies of the report.

**Collaborative Assessment Log:** The Collaborative Assessment Log (CAL) is an assessment tool that is useful in guiding mentoring conversations. The mentor and the candidate are expected to complete this form weekly. This form can be found at the OACI web page at [www.cech.uc.edu/oaci/](http://www.cech.uc.edu/oaci/).

**Preservice Teacher Goal Setting Agreement:** Based upon their reflection and assessment gleaned from the use of the CAL, teacher candidates, in collaboration with their mentor and university supervisor use this tool to document areas of strength and areas for growth and to develop a plan to strengthen one or two of the areas for growth. This form is to be completed towards the end of the semester. This form can be found at the OACI web page at [www.cech.uc.edu/oaci/](http://www.cech.uc.edu/oaci/).

**Student Teaching Assessment Process**
The assessment process for the student teachers should be both formal and informal and should be performed by as many team members as possible. Formal assessment, as described in the preceding section about the Student teaching Evaluation Form, should be in the form of rubrics and narrative descriptions.

Guidelines for the assessment process for student teaching are provided in the following sections:

- Provide mentoring and frequent coaching on a continuous basis by the teacher who regularly works with the student teacher.
- Conduct informal assessments of various sorts, including conversations, notes, checklists, self-evaluations, journals, videotapes, audiotapes, etc.
- Complete formal assessments, including narrative description of lessons with comments, suggestions.
- Complete the jointly with other team members and submit brief comments regarding progress; if questions or concerns arise about the progress of the student teacher, Mentor Teachers should submit a written report to the University supervisor after discussing with the student teacher.
- Assist the student in the videotaping portion of the Teacher Performance assessment, including obtaining permission from parents/guardians for the taping.

**University Supervisor Responsibility**

1. The university supervisor is responsible for monitoring candidate progress in the field experience with the mentor and candidate.

2. The university supervisor assigns the candidate a grade for the field experience.

3. If the university supervisor notes any problems in the field experience, he/she will address them as described in "Performance Problems" in the Field Placements section. The university supervisor confers with candidates who are at-risk of being terminated from the field experience during this process.

4. The university supervisor communicates with the mentor teacher about the candidate’s progress.

5. The university supervisor serves as a university contact for the mentor to help in planning or evaluating the candidate’s work.

6. The university supervisor helps ensure that the mentor and candidate have a good working relationship, and serves as a resource person for both the mentor and the candidate.

7. The university supervisor evaluates each field placement each semester by completing the web-based form.

8. The university supervisor logs contacts with the candidates supervised each term and turns the log in to the field coordinator at the end of each term.

9. Completes two formal observations each semester during practicum I and II, and three formal observations during student teaching.

**14. Performance Problems in Field Experiences**

The candidate, mentor teacher, university supervisor, MDL Program Field Coordinator, and Office of Field Placement share responsibility for identifying potential problems or issues that may arise in a field experience and the relevant parties are expected to communicate directly among themselves, when appropriate. Experience has shown that problems that are addressed quickly are often resolved simply through open communication. The most frequently used form for documenting performance problems in the field is the Candidate Disposition Brief Report form, which can be found at the Office of Assessment and Continuous Improvement web page at [http://www.cech.uc.edu/oaci/](http://www.cech.uc.edu/oaci/)
Candidate Responsibilities: The candidate is responsible for notifying the university supervisor of any field experience placement or performance issues or concerns.

Mentor Teacher Responsibilities: The mentor teacher is expected to meet on a regular basis with the candidate to discuss his/her performance, including any potential problems with the candidate’s skills or dispositions. Written evaluations must be discussed with the candidate.

University Supervisor Responsibilities: The university supervisor monitors the candidate’s progress in the field experience through individual conferences and informal contacts, as well as through review of specific assignments. When minor problems in the field experience placement occur, the university supervisor may “coach” the candidate on how to address the problem directly. The University Supervisor may also serve as a sounding board for the mentor teacher before the mentor deals with the candidate.

Problem-resolution steps
On of the purposes of the CAL form is to foster communication between the candidate and the mentor teacher. The CAL meetings are an opportunity to discuss issues or concerns. When a candidate, mentor teacher, or university supervisor identifies a problem, issue or concern, the following steps should be taken to try to resolve the problem:

(a) The problem, issue, or concern should be discussed by those immediately involved. The discussion will lead to one of three possible outcomes:
   (i) the issue is resolved,
   (ii) a plan to address the problem is agreed to, placed in writing, and implemented, or,
   (iii) no workable solution will be found.

(b) If no workable solution is found, the university supervisor may coach the candidate, meet with the mentor teacher, or meet with both the candidate and mentor. Again, as a result of this meeting, one of three outcomes is possible:
   (i) the issue will be resolved,
   (ii) a plan to address the problem will be agreed upon, placed in writing, and implemented, or
   (iii) no workable solution will be found.

(c) If no workable solution is found, the university supervisor schedules a meeting with the candidate and mentor teacher. This meeting is usually at the field school. The Program Coordinator and Director of Field Placement are notified of the meeting and a written report of the meeting is submitted to the Program Coordinator and the Director of Field Placement. Again, as a result of this meeting, one of three outcomes is possible:
   (i) the issue will be resolved,
   (ii) a plan to address the problem will be agreed upon and implemented, or
   (iii) a solution is not mutually agreed upon.

(d) If a mutually agreed upon solution is not facilitated by the university supervisor, the program coordinator is notified, who may further attempt to reach a solution with the parties involved.

(e) In this situation, if no solution is agreed upon, a decision to terminate the field experience will be recommended. Termination of a field experience cannot occur unless efforts have been documented to solve the problem.
15. Termination from a Field Experience

Placement Termination

Field experiences may be terminated by the candidate, field site, or the university program. Any termination must be carried out in a systematic manner. The candidate, mentor teacher, and university supervisor must be involved in the termination process. Placement termination will result in the candidate’s removal from the Professional Cohort. The following procedures will be followed if problems are to be addressed:

- If a candidate fails one field placement, a decision to dismiss from the program will be made at the discretion of the program faculty.
- If a candidate does not meet the obligations of a remediation plan the candidate will be dismissed from the program.

In the infrequent case that a candidate would be granted a second placement after being removed from an initial placement the candidate may need to:

* Participate in an interview at the second placement; and
* Sign a waiver agreeing and understanding that the new mentor and other appropriate faculty or staff (e.g., the principal) will be made aware of the concerns of the previous placement. If the candidate refuses to sign such a waiver, the candidate will be dismissed from the program at this point.¹

If a candidate fails two field placements he or she will be dismissed from the program.

What constitutes failure in a field placement?
Failure in a field placement occurs as a result of any of the following situations:

- The host school personnel requests/requires removal of the Candidate
- Any behavior associated with child abuse, sexual harassment, pornography, illegal activity or breaking the law or any language or behavior that endangers the well being of children or staff (immediate termination)
- Failing to meet the requirements and obligations of a remediation plan
- Any behavior that would constitute dismissal of a teacher from employment (immediate termination)
- Failure to comply to and/or meet requirements established by the program, program faculty and supervisors, and/or cooperating school professionals, with regard to the field placement.
- A found Violation of the University of Cincinnati’s Student Code of Conduct during the academic period of a field placement.
- Chronic tardiness or absences

Candidates who want to leave or end their program must follow specified procedures. Forms required to apply for a leave of absence are available in the Student Services Center.

In addition, the candidate must:

- notify the field school principal in writing
- officially resign through the district’s personnel office
- return to the cooperating teacher/ all candidate work, grade book, books, and school materials
- ensure closure with mentor teacher and students, and
- contact the program coordinator/chair

¹ See the Student Privacy Statement - FERPA http://www.ncsu.edu/legal/legal_topics/student_privacy.php
**16. Licensure and Graduation**

**Application for Licensure and Graduation**
Candidates must apply for graduation and must regularly check with their advisors and the university schedule for deadlines that apply to specific semesters. Applications for graduation are available in the Student Services Center. If a student does not apply for graduation by the deadline, they will not graduate on schedule. If they need to delay graduation, they must resubmit an application for graduation.

A candidate who successfully completes a University of Cincinnati CAEP/State Approved Teacher Education Program is recommended for the Resident educator license in the State of Ohio. The University of Cincinnati does not issue teaching licenses.

Candidates must complete all requirements for licensure, which include: (a) all course work with a qualifying GPA; (b) Ohio Assessments for Educators (OAE) examinations; and (c) successful completion of Field Experiences.

Information on how to apply for licensure is available from the Office of Assessment and Continuous Improvements website at [http://cech.uc.edu/centers/oaci/licensure_appl_information.html](http://cech.uc.edu/centers/oaci/licensure_appl_information.html)

Applications may be turned in at the beginning of the applicant's final semester or when all requirements have been met.

**Graduating Without Licensure** Awarding a BSED without recommendation for licensure is a possible consequence, not an option, in the School of Education. It might be a consequence of an unsuccessful field experience or the consequence of discovering that teaching is an inappropriate career choice.

Candidates requesting to graduate with a Bachelor of Science in Education without licensure must file a petition. The following stipulations must be outlined in the petition:

1. The undergraduate student must complete a rigorous matrix of alternate requirements as designated by the degree program. Any alternative matrix for the BSED must include university-wide general education requirements and a capstone experience. Students must have the required total number of credit hours to graduate.
2. If the student wishes to return at a later date to complete his or her student teaching, the student must petition to be allowed to return to the University of Cincinnati's School of Education to complete his or her student teaching.
3. If the student is permitted to return to complete student teaching and pursue a teaching license, the student must comply with the licensure requirements that are in place at the time of his or her return.
4. If a student returns for a teaching license at a later date, the student must be matriculated in a graduate teacher education program.

Program advisors will develop individual programs of rigorous course work and experiences to replace the remaining licensure field experiences and courses. Any matrix for a Bachelor of Science in Education without licensure must include university-wide general education requirements and a capstone experience. Methods courses and accompanying field experiences specifically tied to licensure have to be replaced with rigorous and appropriate coursework.

**17. Testing Requirements**

Ohio requires that applicants for initial teacher certification demonstrate a basic level of academic competency through testing programs. Unfortunately, the testing programs and requirements vary from state to state Effective September 2013, the Ohio Assessments for Educators offered by Pearson will replace the Praxis II series as the required Ohio educator licensure assessments, except for world languages, which will continue to utilize the ACTFL Oral Proficiency Interview (OPI) and the Writing
18. Frequently Asked Questions

Q. Will the University of Cincinnati award me a teaching license when I finish my program?
A. No, the University of Cincinnati does not issue the license to teach. That is done by the Ohio State Department of Education. When you successfully complete your program, including the final field experience, and you apply for your license, the licensing agent for the Dean of the College of Education, Criminal Justice, and Human Services will recommend you to the State Department of Education, which then reviews your materials and issues the license.

Q. How do I become a resident educator?
A. You must apply for your resident educator license through the Licensure/Certification Office. You can get information about this procedure online at http://cech.uc.edu/centers/oaci/licensure_appl_information.html

In addition, you must successfully pass the required Ohio Assessments for Educators tests before the Dean will recommend you for the license.

Q. What tests do I need to take for my license?
A. Each program has specific tests that must be completed satisfactorily in order for you to receive an Ohio teaching license. Information about the tests is available in the Student Services Center.

Q. When should I take these tests?
A. You should take the tests early in the year you plan to complete the program. If you have no more content coursework to take, you should take the test as soon as possible. A passing score, which is determined by the State, must be on file in order for a candidate to receive a license.

Q. How do I communicate with my university supervisor, program faculty, and the field coordinator?
A. The Middle Childhood Education program follows the university email policy. The University of Cincinnati uses electronic mail (e-mail,) as a means of communicating official University information to students; it is convenient, rapid, environmentally aware, and cost effective. The University of Cincinnati issues a UC e-mail address, a Bearcat Online e-mail account to all students, at no cost to the student. Be aware that this is the only email address that program faculty will use. Students are responsible for reading their e-mail on a frequent and regular basis, since some official communications may be time-sensitive. The University suggests that students access their Bearcat Online e-mail accounts daily.

The full University Email policy can be read at; http://www.uc.edu/content/dam/uc/ucit/docs/itpolicies/student_email_policy.pdf

Q. Is it ok that I am on social media?
A. Please be aware of photos, comments, or group memberships on Facebook, Twitter, Instagram or other Internet sites that could be embarrassing to the school or employer in which you are to be placed may be grounds for removal from that placement. These include photos of you or others pictured on your site engaged in drinking, doing drugs, acting in a manner that might be considered lewd or sexually suggestive, or acting in a way that the school, district, or students’ parents would find objectionable. Please recognize that this is true even if your friends have posted and labeled photos of you on their sites. Parents, students and district personnel frequently look at social media pages and search for names of teachers. You are considered a role model for students, and your behavior must be exemplary at all times. Granting access to any Pre-K – 12 students to your personal social media pages is not advisable in any instance.
Pictures and posts on such social networking sites are available to the public, regardless of how you may set your privacy settings. Your position in cohort and in your field placements may be in jeopardy if the college or the school determines misconduct is present due to posts or pictures available through the web.

Q. I want to teach in another state – how can I become eligible to do that?
A. It is usually best to first receive your Ohio license, and then apply to the state in which you wish to teach. In most cases, only your Ohio license is needed to receive a license from another state. You will likely want to contact the Board of Education in the state you are planning on teaching in to find out what the particular requirements are in that state and if they have reciprocity with Ohio.

In general, the following steps should be followed when seeking a teaching certificate outside the state of Ohio:

Find out whether the state(s) in which you are seeking licensure requires any form of competency testing for initial certification or licensure. If so, it’s best to register to take these tests as early as possible.

Secure an application for certification from the Department of Education in the state(s) in which you may want to teach. This should be done at the beginning of your senior year. This can be found through the Internet typically.
Appendices

- Middle Childhood Education Degrees & Licenses
- Middle Childhood Education Course of Study
- Terminology
- Candidate Dispositions Form Discussion
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Middle Childhood Education Degrees & Licenses  The Middle Childhood Education Program is designed to provide candidates with both a university degree and a license for teaching. The program offers two routes to obtaining degrees and initial licensure. The first route is for undergraduate students and the second is for graduate students. The following pages provide information about each of these routes, about licensure, and about additional graduate study.

University Degrees & Initial Licensure

Undergraduate candidates. After four years of undergraduate study, candidates in the Middle Childhood Education Program receive a Bachelor of Science in Education degree from the College of Education, Criminal Justice, and Human Services at the University of Cincinnati. This degree is based on completing content area courses as outlined by the program in two of the four middle school academic curriculum areas (language arts, mathematics, science, or social studies) as well as required professional education courses and the internship. Students who meet all requirements are then eligible for the resident educator license in the state of Ohio. At the end of the internship year, candidates in the Middle Childhood Education Program are eligible for a State of Ohio resident educator license for teaching two content area subjects in grades four through nine. In addition to the internship in a public school classroom and course work in Middle Childhood Education, state-mandated professional tests are required for licensure.

Graduate candidates. Candidates who already possess an undergraduate degree apply for graduate admission to the Master of Education Program in Curriculum & Instruction/Middle Childhood strand. These students are required to complete the same content area and professional education courses that are required of the undergraduate students. As a general rule, this course work covers two years of study. Some of these courses may be taken at the graduate level and thus used for credit toward the master's degree. Upon completion of the requirements in the master's program, these students receive a Masters of Education degree.

Middle Childhood Education Course of Study

The Curriculum Guides, located on the UC web page, describe a typical four-year course of study and applies to those who are in the undergraduate program and in two chosen areas of content specialization. Those who are in graduate school pursuing licensure should take graduate equivalents of courses available. During the first two years, the Pre-Education Program Candidate's major focus is on completing the Arts and Sciences courses that comprise the content areas of concentration. The Student Services web page keeps the course requirements up to date on the web at: http://www.cech.uc.edu/student_services_center/academic-programs/

However, students are expected to meet with their advisor each term and these guides are not a substitute for individual advising.

Graduate students should work closely with their academic advisor to develop their individualized plan to meet the requirements for initial licensure and a master's degree in Curriculum and Instruction.
Candidate Dispositions Report Form

Using the Candidate Dispositions Report

*Dispositions* are the values, commitments, and professional ethics of students in the Educator Preparation Program (Candidates) that influence behaviors toward students, families, colleagues, and communities and that affect student learning, motivation, and development, as well as the Candidate’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001, p. 53).

**Purpose of the Candidate Dispositions Progress Report:** The Candidate Dispositions Progress Report is used by university faculty members and advisors, mentors, and other cooperating professional educators to share relevant information with programs on the progress and dispositions of candidates in the University of Cincinnati’s Educator Preparation Program. This form serves three purposes:

1. to provide regular progress reports on the dispositions of candidates;
2. to recognize exemplary professional progress and/or dispositions of candidates; and
3. to raise concerns regarding the progress of a candidate and/or a candidate’s dispositions.

After review by the program, the Candidate Dispositions Progress Report is maintained in the candidate’s file in the Student Services Center or in the appropriate program office.

**All information provided in Candidate Dispositions Progress Reports is maintained in accordance with the Family Educational Rights and Privacy Act (FERPA).**

**Documentation of Dispositions:** As noted, the Candidate Dispositions Progress Report Form is used for three purposes: as part of routine documentation of qualifications of candidates; to recognize exemplary professional progress and or dispositions of a candidate; and to raise concerns regarding the progress of a candidate.

**Routine Documentation:** Programs may designate a specific course during which the report is completed. In addition, a Candidate Dispositions Progress Report Form is completed as part of every Professional Experience Evaluation. Mentor teacher shall submit the Candidate Dispositions Progress Report Form to the university supervisor with the Professional Experience Evaluation.

**Recognition of Exemplary Progress:** A Candidate Dispositions Progress Brief Report (see appendix) can be used to recognize candidates’ exemplary performance by an instructor, mentor teacher, or university supervisor. In this situation the entire form does not need to be completed; the exemplary items alone can be addressed.

**Raising a Concern**

**Initial concern:** A Candidate Dispositions Progress Brief Report is to be completed when a concern about the performance of a candidate is raised. A concern can be raised by a faculty member (if the concern arose in the university classroom or in the field), a mentor teacher, or a university supervisor. In such cases, the form is submitted to the program chair/coordinate. The individual completing the report must discuss the nature of the concern with the candidate before submitting the form. The candidate may submit a written rejoinder. Both the person who completed the form and the candidate shall sign the form and the rejoinder. The program coordinator/chair may then meet with the candidate to discuss the concern(s), or may arrange to monitor the further progress of the candidate.

When a Candidate Dispositions Brief Report has been completed to raise a concern about a candidate’s actions/dispositions in a professional placement and there has been no resolution of the concern, the program coordinator/chair, in consultation with the MDL Program Field Coordinator and the Director of Field Placement, will discuss the matter with the university supervisor. The candidate will be notified of this discussion and will be included in a subsequent discussion with the program coordinator/chair, university supervisor, and MDL Program Field Coordinator and the Director of Field Placement.
**Continuing Concern:** When two or more routine Candidate Dispositions Progress Reports or other brief reports expressing a continuing concern are received about a candidate, a meeting is held with the candidate. The program coordinator/chair, candidate, and anyone who has completed a Candidate Disposition Progress Report Form or who has submitted written concerns about the candidate may attend the meeting. (The MDL Program Field Coordinator and the Director of Field Placement may also attend and the candidate may bring an advocate (e.g., a friend, other faculty member, etc.) The meeting is intended to:

- a) share concerns,
- b) gather additional information, and, if appropriate,
- c) develop a plan to assist the candidate inremedying the concerns.

A written record of this meeting, including the candidate's rejoinder if he or she chooses to submit one, is kept with the candidate's permanent professional education records and is sent to the candidate and to the Teacher Education Division Head.

**Significant Continuing Concern:** A candidate should take active steps within a reasonable period of time to remedy concerns identified in a Candidate Dispositions Progress Report Form (initial or continuing concern). Failure to remedy a concern is formally brought to the attention of the Teacher Education Division Head for consideration and action.

The Teacher Education Division Head will meet with the candidate concerning this matter. The student may elect to be accompanied by an advocate to this meeting. The Teacher Education Division Head will recommend to the program coordinator/chair specific remedial activities for the candidate such as additional course work, additional time spent working in school settings, and other recommended activities. The Teacher Education Division Head will set a probationary time period for the candidate to perform the remedial activities. At the conclusion of the probationary period, the Teacher Education Division Head will evaluate the professional progress/status of the candidate. If sufficient progress has been made, the candidate’s good professional standing will be reinstated and no further action will be taken. If considered necessary, further remedial actions may be required. The Teacher Education Division Head may also recommend the candidate’s de-selection from the teacher education program.

If de-selection is recommended by the Teacher Education Division Head and this recommendation is supported by the program coordinator/chair, the candidate may appeal the decision through the University of Cincinnati's Grievance Procedure.
Interviews for Teaching Positions

During student teaching, candidates may be interviewing for teaching positions. During the interview, be honest and sincere -- it's in everyone's interest to have a good match. The interviewer wants to know who wants to be here, who is willing to work hard, and who is going to do the best job. Look sharp, feel sharp and be sharp! Don't buy a new wardrobe, but dress professionally.

In the following sections, sample interview questions are provided:

Possible Questions from the Interviewer

- What do you see as your strengths as a teacher? Give specific examples to support your answer.
- What do you see as areas of improvement? Identify goals in these areas for the following year.
- What will you do to augment your strengths and enhance your areas for improvement?
- Why do you want to be a teacher?
- What is your philosophy of teaching?
- Name some activities in which you have participated that relate to school, community, professional work, or leadership.
- What are your beliefs about learning and teaching, and how do you implement these beliefs in your current position? How do you plan to build on these beliefs in the next year?
- What is your goal for three years from now?
- Explain your familiarity with our district's promotion standards, testing, curriculum, etc.
- What is your thinking on parental involvement? How will you create better parental involvement?
- What types of involvement have you had with parents as a student teacher?
- How have you implemented specific teaching techniques, management strategies, and curriculum goals that have been effective with students?
- What kind of relationship would you like to have with peers and administrative staff and faculty?
- Give an example of where you have shown initiative or a willingness to go the extra mile to make sure students are successful.
- What experience have you had with at risk students?
- Why should our district/school hire you as a teacher?

Questions Student Teachers Might Ask at an Interview

- What are the expectations for teaching during the first few weeks of school?
- What is the classroom management philosophy of the school?
- What special programs have been implemented at the school?
- What opportunities are available for me to work with other teachers in the building?
- What opportunities exist for using technology in the classroom?
- How frequently are parent conferences held?
- How involved are parents at the school?
- What extra curricular opportunities exist?
- Can I work in my classroom during summer hours?
Teacher education programs at the University of Cincinnati (UC) require that each candidate demonstrate the physical, cognitive, behavioral, social, and sensory/motor capacity to engage in all aspects of the professional education program, including course and field work, and to develop communication skills and dispositions required for educational professionals. The essential abilities required by UC’s School of Education are in the areas of cognitive/intellectual reasoning, communication, behavioral and social, physical capacity, motor coordination and sensory aspects of education. In the process of program completion, candidates will be required to learn, integrate, and apply large amounts of material and to interact with colleagues as well as students and their families on campus and in the field. These expectations are based on the School of Education’s Conceptual Framework, the Common Core Standards and/or Ohio State Content Standards, Ohio Standards for the Teaching Profession, licensure program standards and requirements, and Council for the Accreditation of Educator Preparation (CAEP). The candidate’s ability to meet these requirements will be monitored throughout the professional education program.

The purpose of this document is to ensure that potential candidates, at the point of admission to cohort (last 2 years in a licensure program) and throughout the program, understand that they must have the necessary capacity to develop appropriate professional teaching abilities and dispositions in order to successfully complete a licensure degree program and be recommended for licensure.

Criteria: Candidates entering a licensure program cohort and graduating with recommendation for licensure must be able to meet the requirements of the licensure program and must not pose an unreasonable risk to the safety and well-being of their students and their families, colleagues, staff, faculty or themselves. Therefore, candidates must have the ability to perform and demonstrate the essential skills, functions and dispositions of a professional educator. In addition to the acquisition of the appropriate knowledge in the sciences and the humanities, the School of Education faculty agree that the successful preservice education candidate should demonstrate the following skills.

Cognitive and Intellectual Reasoning Ability

The candidate must demonstrate the ability to assimilate large amounts of detailed information, integrate that information and be capable of utilizing it for designing, planning, implementing and evaluating instruction as well as problem solving that addresses children’s academic and behavioral needs. He/she must be able to process information and demonstrate the ability to reason, comprehend, measure, calculate, analyze, memorize, organize and synthesize complex information. In order to be successful during experiences in the field and clinical settings, the candidate must perceive, understand and demonstrate the ability to act upon the complex interrelationship between educational theory taught in licensure courses and its practical applications in the field.

With or without reasonable accommodations, a candidate must have sufficient conceptual, integrative, and quantitative abilities and skills to:

- Master relevant content necessary to teach subjects commonly offered in PreK-12 schools and pedagogical principles and their application in the field settings at a level deemed appropriate by licensure program faculty.
- Comprehend, memorize, calculate, analyze, integrate, and synthesize, material in a timely manner appropriate to the practice of teaching.
- Develop reasoning, problem-solving, and decision-making skills in a timely manner appropriate to the practice of teaching.
- Understand the concepts, tools of inquiry, (e.g. observations, documentation, interpretation), and structures of the discipline and create learning experiences that make these aspects of subjects or content-knowledge meaningful to students.
- Assimilate and apply complex information in the form of lectures, small group work, written materials, and field experiences.
Communication Skills

The candidate must be able to demonstrate and use (in English) the knowledge acquired during the preservice education process to elicit, convey, clarify and transmit information (both in oral and written form) effectively, accurately, efficiently and sensitively to children, their families and other members of the instructional team. Candidates must be able to communicate with learners and the instructional team in order to elicit information regarding cognitive/academic ability, address behavioral issues through verbal and nonverbal communication, and communicate with colleagues at the level consistent with the expectations of a professional educator.

Communication and transmission of information includes reading, writing, hearing and speech. For example, candidates must be able to present legible, accurate and skillful information in oral and written form to a child, teacher, professor, families and other members of the instructional team. Candidates must also be able to effectively and efficiently participate in sometimes fast paced large and small group discussions/interactions and in instructional settings where instructional/educational decisions may depend on rapid communication.

With or without reasonable accommodations, a candidate must have sufficient verbal, nonverbal and written skills to:

- Present lessons with clearly defined structure, clarity, and sequence in a manner that engages all students.
- Communicate with, understand, and observe colleagues and students and their families in order to conduct conferences and interviews.
- Explain important principles and concepts delineated in professional, state and institutional standards (e.g. school district policies and standards, school policies and practice).
- Communicate with people so as to make assessment and plans known to others including colleagues, and students and their families.
- Provide timely feedback to students to support their learning in whole group, small group, and one-to-one settings.
- Communicate concepts, assignments, evaluations and expectations with students and members of the instructional team.
- Read, write, speak and understand English for all business communication at a level consistent with successful course completion and expectations for a professional educator. Use of other languages on breaks or personal time is perfectly acceptable.
- Maintain a command presence in the classroom, including the ability to observe student conduct throughout the classroom, even while working in one-on-one or in small group settings.

Behavioral and Social Skills

The candidate must possess the emotional stability and the maturity necessary to interact with others in a responsible manner, to use sound judgment and to use ethical and clinical reasoning. The ability to make decisions appropriate to the instruction of all learners, to function in a stressful and demanding environment, to adapt to new and changing situations and to cope with ambiguity is essential to the development and performance of future teachers.

The candidate must be prompt in completion of all responsibilities attendant to the instruction of all learners.

The possession of dispositional skills is equally important. The candidate should demonstrate compassion, empathy, a caring attitude, tolerance, an acceptance of differences, personal generosity toward others, thoughtfulness and a general concern and respect for other individuals.

With or without reasonable accommodations, a candidate must possess the behavioral and social abilities and dispositions to:
• Fully utilize intellectual abilities; exercise good judgment and show emotional stability; candidate must be of sound mind and in stable health.
• Organize time and materials, prioritize tasks, perform several tasks at once (multi-tasking), and adapt to changing situations at a level appropriate to the field of teaching.
• Provide high quality instruction with appropriate pacing, so that all students are consistently on task.
• Work calmly and demonstrate flexibility under stress (e.g. work under time constraints, concentrate in distracting situations, make sound subjective judgments, ensure safety, in emergencies, and accept constructive review of work from supervisors/faculty in a professional manner).
• Develop positive and mature relationships with colleagues and with students and their families, treating all individuals with respect, using tact and discretion and setting a positive and respectful tone in interactions with others.
• Display compassion, justice, empathy, integrity, responsibility, and the emotional capacity to handle the varying demands of the teacher’s job.
• Accurately perceive a wide range of interpersonal cues from others and respond appropriately.
• Exercise self-awareness and self-insight in relation to candidate’s own health, stress level, distraction and emotional state.
• Attend classes, field experiences, and other related events and be punctual.
• Communicate effectively, efficiently, and sensitively with colleagues and with students and families regardless of their race, gender, life-style, sexual orientation, and cultural or social backgrounds.

Physical Capability

The preservice education process is both demanding and challenging. The candidate must have sufficient emotional and physical stamina to acquire the knowledge and skills required in the classroom, to perform the duties in field settings, to participate in activities associated with working with children and their families, to tolerate physically and mentally taxing workloads and function independently, competently and effectively under stress. The candidate must be able to complete the licensure program curriculum within the maximum time period specified by the faculty.

With or without reasonable accommodations, a candidate must have sufficient physical ability, stamina, sense of vision and hearing to:

• Observe/participate in activities associated with teacher education, including but not limited to classroom demonstrations, lessons, classroom interactions, student assessment, classroom and student management, lesson planning and lesson implementation.
• Observe students accurately at a distance and close at hand; observation necessitates the functional use of senses of vision and hearing and is enhanced by senses of touch and smell.
• Observe students and all subtleties of students’ oral, written and non-verbal communications, in order to assess and develop communication and academic skills of students.
• Implement multiple teaching strategies/techniques used during instruction; analyze student work and engagement through multiple methods of appropriate assessment (e.g. written, oral, auditory, hands-on, kinesthetic, formal, informal, authentic, standardized, etc.) and manage a safe, predictable, positive classroom environment where all students are engaged in meaningful learning.
• Work a teacher’s contracted day and perform extended and additional duties of the classroom teacher such as parent conferences, open houses, and other assigned duties.
• Make use of the classroom space to facilitate different learning experiences.

Motor Coordination and Sensory Skills

Sufficient motor function, tactile ability and sensory abilities are required to attend and participate effectively in all classroom, field and clinical settings and activities that are part of the licensure program curriculum. Candidates must be able to respond to emergency situations in a timely manner.
The candidate is also expected to execute both gross and fine muscular movements, equilibrium and assume reasonable bodily postures required to implement/provide high quality instruction and demonstrate the ability to independently manage a positive dynamic classroom environment.

**With or without reasonable accommodations, a candidate must have sufficient fine and gross motor as well as sensory abilities to:**

- Demonstrate computer and technological skills at a level consistent with successful course completion and expectations for a professional educator.
- Plan and implement instruction using a wide array of instructional materials and teaching resources (e.g. math manipulatives, science instruments, art materials, audio-visual equipment etc.).

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Qualified candidates with documented disabilities are provided with reasonable accommodations and the determination of whether an applicant or current candidate meets the technical standards will be done on an individual, case-by-case basis utilizing the existing School of Education Licensure Review procedures and individual licensure program evaluations.

Candidates can be accommodated by mean of auxiliary aids and services and academic adjustments, but a candidate should be able to perform in a reasonably independent manner.

A candidate does not perform in a reasonably independent manner if reliance on an intermediary by a candidate is so extensive that a candidate’s own judgment must be mediated by someone else’s power of selection, observation, perception, or cognitive support. For, instance, relying on an intermediary to observe developmental milestones of student’s oral, written, or non-verbal communication is not acceptable and would alter the fundamental nature of the licensure programs.

Accommodation may involve an auxiliary aid or service, or academic adjustment but none that substitute for an essential technical skill or supplement pedagogical judgment. Candidate must be free of and not dependent on illicit drugs.