University of Cincinnati
Educator Preparation Programs

Candidate Handbook

Secondary Education

Transforming Lives, School, and Communities

Revised May 2014
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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Introduction

Welcome to the secondary Education Program! This handbook has been written to acquaint you with general and specific requirements concerning the Secondary Education (SEC) program, and should be used by SEC teacher candidates as a guide to the policies and procedures of the program. The purpose of the SEC licensure program is to prepare committed, caring, and competent educators seeking an Ohio Adolescence to Young Adult (grades 7-12) subject-area teaching license. 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 SEC program.

Mission Statement

University of Cincinnati embraces diversity and inclusion as core values that empower individuals to transform their lives and achieve their highest potential. University of Cincinnati Teacher Preparation Programs strive to systematically transform lives, schools, and communities. As educators, faculty members work with candidates to be culturally responsive practitioners, recognizing our common moral imperative to address the needs of each and every student. Our candidates, in turn, are charged to transform the lives of the students they teach by improving academic performance, increasing opportunities, and persistently expecting high achievement. A culturally responsive classroom makes positive use of the diversity present in the classroom (Gay, 2002; Moll & Arnot-Hopffer, 2005). Culturally competent teachers never give up on students, instead they build and sustain relationships, deal openly with race issues, provide a sense of family in the classroom, and immerse oneself in students’ worlds (Milner & Tenore, 2010), and recognize ethnocentrism (Irvine, 2003; Milner, 2006; Weinstein, Tomlinson-Clarke, & Curran, 2004). UC teacher preparation programs are energized by the spirit of pluralism — the quest to celebrate differences within an intellectually stimulating environment, to seek understanding across social, economic and cultural barriers, to pursue transformation through sustained interaction with others, and to empower all members of the University of Cincinnati community.

Transformation Initiative

The goal of 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. The Transformative Initiative is comprised of eight themes:

- Helping candidates come to terms with unintentional barriers and bias.
- Implementing a reliable and valid Teacher Performance Assessment to improve the consistency and quality of teacher effectiveness.
- Embedding methods courses in schools and better integrating methods courses with field experiences.
- Adding more and earlier field experiences.
- Preparing teachers for urban schools.
- Implementation of research-based strategies.
- Academic language development
- Reflection.
Professional Commitments and Dispositions

The Council for the Accreditation of Educator Preparation (CAEP) defines dispositions as “Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” Dispositions are routinely gathered for all teaching candidates during coursework and field experiences.

We have identified the dispositions that reflect our “Way of Being” – in other words, qualities we believe committed, caring and competent educators should possess. Intrinsic to our dispositions are the notion of community and belonging. We appreciate each individual’s fundamental need for acceptance and belonging.

Candidates of the University of Cincinnati will:

- demonstrate professional behavior in attendance, punctuality, and appearance
- consistently use professional language and respect confidentiality
- demonstrate the belief that all children can learn
- clarify their instruction and provide appropriate feedback
- demonstrate initiative
- take responsibility for promoting learners’ growth and development
- be responsive to constructive feedback/supervision
- recognize students’ background knowledge, skills, and strategies
- act as a culturally responsive individual
- use a variety of communication strategies and value diverse languages and dialects
- value the role learning in promoting each other’s learning
- support learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning
- appreciate multiple perspectives of the content and aware of the strengths and needs of diverse learners
- recognize the potential of bias in his or her representation of the discipline and seek to appropriately address problems of bias.
- be willing to work with other professionals to improve the overall learning environment for students
- 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.
- value all students for their potential as people and helps them learn to value each other.

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 Secondary Education Program is approved by the National Council of Teachers of English (NCTE), the National Council of Teachers of Mathematics (NCTM), the National Science Teachers Association (NSTA), and the National Council for the Social Studies.

Admission Criteria for Professional Cohort

The University of Cincinnati’s Secondary Education 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 of 2.8 on a 4.0 scale;
• minimum grade point average of 2.8 in courses within their licensing content area;
• successful completion (grade of at least C) of prerequisite courses;
• 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.
• ACT score of 22 or SAT score of at least 1000. Students with scores below these requirements will need to take the ETS Praxis Core.
  o Students should take this test no later than the Fall Semester of their sophomore year.
  o Praxis Core passing scores are: Reading, 156, Writing, 162, and Mathematics, 150.

The Praxis Registration Bulletin is available in the Student Services Center or register on-line at http://www.ets.org/. You can register to take the computer-based format (CBT) by calling the Testing Services Office (556-7173).

* Admission to the masters plus licensure program requires a minimum undergraduate GPA of 3.0 and a licensure content minimum GPA of 2.8. Other masters admission requirements can be found on the CECH website http://cech.uc.edu/.

**Applying to the Professional Cohort**

**Undergraduate students** applying to the professional cohort must do the following:
1. Stay in contact with an academic advisor each semester.
2. Attend a mandatory cohort application meeting in the Fall Semester prior to cohort application.
3. Complete and submit a cohort application in January prior to cohort year.

**Graduate students** accepted into the masters plus licensure program are simultaneously accepted into cohort but will need to submit additional information in order to participate in required field experiences.

Candidates should check with advisors in the Student Services Center to verify due dates and requirements for application to the Professional Cohort.

**Field Experiences**

Upon entering the professional cohort, candidates will become involved in three field experiences that allow them to assume an active role in the instruction of students. Candidates must possess the cognitive and pedagogical knowledge, physical stamina and dispositions required of an educator.

Candidates will be placed:
• in at least one urban setting
• in the content area of licensure sought
• with experienced content-area-licensed mentors

Candidates will not be placed:
• in schools which they attended as students
• in settings in which any relative is attending or employed
• in settings in which they have current or previous business relationships
• with a mentor who is a neighbor or close acquaintance

Placement schools are responsible for:
• providing an appropriate orientation to the school, personnel, and policies
• including candidates as participants in the overall field school programs and activities
• providing time for supervision meetings between the mentor and the candidate
• providing the appropriate level of supervision to meet legal and insurance constraints

**Practicum I**

Practicum I is the first field experience of professional cohort. Teaching candidates enter Practicum I during Spring Semester in conjunction with taking the Introductory Methods course for their content area and Secondary Practicum I Seminar (SEC-4025 or 7025).

Candidates are to:
• Submit to the field coordinator of your current FBI and BCI background checks, as well as your TB test and keep a copy in your binder
• 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 mentor teacher to review
• Keep a daily time sheet
• Complete a minimum of 70 hours in a 7-9 grade-level setting
• Attend the placement a minimum of two days a week; candidates **may not** fulfill their required practicum hours by being in the school setting only one day per week
• Attend the placement for the entire term; candidates **may not** fulfill their required practicum hours by compiling the 70 clock hours into a shortened number of weeks.
• Engage in 8 lesson segments
• Teach 2 full lessons using a co-designed lesson plan from mentor
• Demonstrate the committed, caring, and competent dispositions of educators

Practicum I is designed to support candidates in developing collaborative relationships and rapport with students, mentors, and other placement site professionals.

**Practicum II / Student Teaching I**

Teaching candidates will complete a year-long field experience in a 7-12 grade-level setting during their last year of cohort. Practicum II takes place during the Fall Semester of this year-long placement. Candidates enter Practicum II in conjunction with taking the Intermediate Methods course for their content area and Secondary Practicum II Seminar (SEC-5026 or 7026) and SEC 6090 and SEC 6091.

Candidates are to:
• Submit to the field coordinator of your current FBI and BCI background checks, as well as your TB test and keep a copy in your binder
• 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 mentor teacher to review

- Attend their placement site all week, Monday through Friday
- Participate in the same 3 classes each day
- Arrive before the school day, remain after the school day, OR be present during plan bells in order to communicate effectively with the mentor teacher
- Engage in 10 learning segments
- Teach a minimum of 7 full lessons
- Demonstrate the committed, caring, and competent dispositions of educators
- **Follow the placement site’s academic calendar** during their placements (candidates may have different holidays or breaks from university courses than those at their placement site.)

If the candidate has conflicts with this schedule, a written request for an amendment to the schedule can be submitted to the secondary field coordinator. Requests sealed in an envelope should be delivered to the field coordinator by the end of the Spring semester prior to Practicum II. The Secondary field coordinator and secondary program coordinator will review requests. Requests will be approved based on the following criteria:

- Requests are submitted in writing
- Conflict is due to university-scheduled course meeting times
- Courses are required for completion of the education program
- Courses are not offered at other times or during other semesters

Practicum II is designed to support candidates’ gradual transition toward student teaching. Candidates will accept more responsibility for instruction throughout Practicum II in accordance with the following schedule:

**Placement Site Quarter 1**

Candidates will be active participant observers in their mentors’ classes and school. They will work with their mentor to plan instruction, work with small groups of students, and prepare active learning experiences, but also take time to focus on listening and learning from the students. This first quarter also provides candidates with the opportunity to understand how schools are governed and organized, how classroom routines and procedures are established, and the relationship between students’ home lives, school lives, and school curriculum.

**Placement Site Quarter 2**

Candidates will take on more classroom responsibility including daily full class collaborative teaching instruction of one class using lessons co-planned with their mentors as part of Student Teaching I. By the end of the quarter, candidates should be comfortable planning lessons independent of their mentors in order to successfully transition into Student Teaching II.
Student Teaching II

Student Teaching II is the final cohort field experience. Candidates enter Student Teaching II in conjunction with taking the Advanced Methods course for their content area.

Candidates are to:

- 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 mentor teacher to review.
- Attend their placement site all week, Monday through Friday
- Participate in the same 3 classes each day
- Arrive before the school day, remain after the school day, OR be present during plan bells in order to communicate effectively with the mentor teacher
- Engage in the same responsibilities as teachers in the schools
- Expand their involvement in the placement learning community (i.e. participate in committee work, do additional duties, attend team and staff meetings, conduct parent/teacher conferences, and participate in other school activities)
- Submit lesson plans ahead of time in accordance with the placement sites’ policies for lesson plan submission and/or the preference of the mentor.
- This binder must be current at all times and available for the supervisor and/or mentor teacher to review.
- Demonstrate the committed, caring, and competent dispositions of educators
- Follow the placement site’s academic calendar during their placements (candidates may have different holidays or breaks from university courses than those at their placement site.)

Student Teaching II is designed to support candidates as they engage in similar teaching experiences and professional responsibilities they will encounter as licensed teachers of record. Candidates will accept responsibility for instruction in accordance with the following schedule:

Placement Site Quarter 3 and 4

In these two quarters (or single semester), candidates should be ready to take on full teaching responsibilities for their half-day schedule. This includes lesson and unit planning; assessing, grading and reporting student learning; meeting with parents; preparing students for necessary exams and benchmark assessments; and classroom management. Candidates will also prepare a teacher performance assessment (edTPA) portfolio during the student teaching field experience.

Field Placement Policies

The Secondary Education program provides on-site contact with schools and social agencies. These experiences are intended to give candidates the professional point of view and practical understanding that are essential to the preparation of effective teachers. Field experience placements provide a variety of settings in order to provide candidates with differing experiences that address grade level, licensure area, content area, and diversity.
The following statements are important for teaching candidates to recognize:

- All placements are made by the Secondary Field Placement Coordinator.
  - Candidates may NOT attempt to coordinate their own placements
  - Candidates may NOT attempt to change their assignment with another candidate
- Each candidate must be placed in an urban setting, in accordance with the University of Cincinnati teacher education program mission.
- Candidates are able to state geographic placement preferences when they apply for field placements, but preferences are requests and are NOT guaranteed.
- Field placements will involve travel to different areas of the region in order to meet these requirements.

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 that candidate 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 Secondary Field Placement Coordinator.

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 coursework.

Students must register for appropriate courses, including field placement courses, each semester before reporting to their assigned placement. Only students registered in field placement courses are covered by liability insurance. For Fall Semester courses, students must be registered by August 1 as placements often begin in mid-August.

**FBI/BCI Background Check, TB Test Requirements, and Review Policy**

To be accepted into cohort, criminal background checks are required. All teacher education preparation programs in the college require candidates to spend a significant amount of time working with adults and children in schools, clinics or other agencies. Consistent with professional obligations, the college must take reasonable care to protect the welfare of those with whom students in the College of Education, Criminal Justice, and Human Services come in contact. All CECH Licensure Programs require that any candidate who is involved in field placements involving children or youth (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 (FBI) prior to entering a school setting. All documents are submitted to the Secondary Field Placement Coordinator. We have a commitment to the schools to send them candidates with approved reports.

As part of the field placement process, all students in the Secondary Education program must have FBI and BCI background checks and a Tuberculosis (TB) 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 am and 6 pm and Friday between the hours of 7 am and 5 pm. 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 (Ohio) and a FBI check (national) at the University of Cincinnati Public Safety office is $66 (subject to change). Students may pay in cash, by personal check made payable to the 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 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 students to submit paper copies of their BCI report, FBI report, and documentation of negative TB test results to the Secondary Field Placement Coordinator. These copies must be submitted to the Secondary Field Placement Coordinator 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 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.

**CECH School of Education BCI & FBI Review Policy and Procedures**

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 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. All rehabilitation criteria must be met by an applicant 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.). All rehabilitation criteria must be met by an applicant 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.

Field Experience Mentor, Supervisor, and Candidate Expectations

Mentors and UC Supervisors will:

- orient the candidate to the school and teaching profession
- ensure that the candidate has a variety of experiences with students, including small group, individual work, and team teaching
- support the candidate with guided practice including reviewing lesson and unit plans
- conduct both formal and informal observations of the candidate
- meet with the candidate to provide constructive feedback and make suggestions for improvement
- communicate about the candidate’s professionalism, attendance, teaching, lesson quality, and communication skills
- agree to engage in an problem-solving and intervention sessions when a candidate’s performance needs to improve
• provide written documentation of instances and/or incidents of problematic candidate performance
• keep information about the candidate private
• complete appropriate observations and evaluations as outlined in the evaluation section

Candidates will:
• conduct themselves in a professional manner, including following the school dress code
• notify their mentor and the university supervisor of any absence prior to the start of the school day - notification should be by both phone and email
• complete and submit to mentor daily lesson plans for all instructional activities at least 24 hours in advance of intended instruction
• communicate with university supervisor regularly via email and normally scheduled conferences
• 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 with the mentor the appropriate forms for documenting field experiences
• be familiar with the community and cultures served by the school setting
• participate in conferences with parents when deemed appropriate by the mentor
• provide transportation to and from the school settings
• keep student records and/or personal information private
• complete appropriate accountability and accreditation forms as outlined in the evaluation section

University classes take preference over field experience or student teaching obligations (e.g., building faculty meetings, department meetings, open house events, parent-teacher conferences). Conflicts should be addressed with the faculty member teaching the university course and will be handled as individual cases based on the specific attendance policies outlined in the course syllabus.

Student teachers who take on other paid activities, such as coaching sports or directing arts programs, in their field school must inform the Secondary Program Chair in advance of this. Paid activities will NOT be given preference over UC courses work or obligations and no accommodations will be made by faculty members.

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. In case of incidents or issues that arise in a placement, candidates need to contact their supervisor immediately.

**Evaluations**

The completion of program evaluation information is important for the continuous improvement of the Secondary Education program. This information is also imperative in maintaining the program’s good standing with our accrediting bodies.

All program evaluation information is turned in directly to the Office of Accountability and Continuous Improvement (OACI). Secondary Education faculty do not see individual evaluations, so confidentiality is maintained. Information gathered by OACI is aggregated and used for reporting to the program, accreditation agencies, the Ohio Department of Education, and the University of Cincinnati.

During field experiences candidates are expected to demonstrate progress growing understanding of the teaching and learning processes. Particular emphasis should be paid to the candidates’ ability to develop lesson plans and activities that develop from the students’ prior knowledge and the content to be learned. Candidates should also demonstrate instructional skills which will promote student learning.

**Forms completed by Candidates**
These forms are distributed to the candidates via the website [http://www.cech.uc.edu/oaci/](http://www.cech.uc.edu/oaci/). It is the candidate’s responsibility to complete and submit the following items by the dates indicated on the website.

- Evaluation of University Supervisor Form
- Evaluation of Field Experience Site Form
- Evaluation of Secondary Education Program (Student Teaching II Only)

**Forms completed by Mentors**
These forms are distributed to mentors via the website [http://www.cech.uc.edu/oaci/](http://www.cech.uc.edu/oaci/). Suggested dates for completion are included as well as contact information if questions
arise.

- Mentor Teacher Demographic Form
- Mentor Rating of Use of Technology – Math Mentors Only
- Science Safety Evaluation – Science Mentors Only
- Mentor Evaluation of Teacher Preparation Program
- Candidate Dispositions Progress Report

**Forms completed by UC Supervisors**

These forms are distributed to UC supervisors via the website [www.cech.uc.edu/oaci/](http://www.cech.uc.edu/oaci/). It is the supervisor’s responsibility to complete and submit the following items by the dates indicated on the website.

- Field Supervisor Information Form
- University Supervisor Evaluation of Placement Site Form
- Candidate Dispositions Progress Report
- 3 Observation Forms

**Pre-Service Goal Setting Agreement:**

Based upon their reflection and assessment gleaned from observations teaching 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/).

**Observations:**

Candidates are observed a minimum, of three times during each semester by their mentor teacher. In addition, candidates are also observed a minimum of three times each semester by their university supervisor. Following a debriefing with the mentor or supervisor, candidates should receive a copy of these observation forms to keep in the professional binder they are required to maintain throughout the program.

Copies of all observation forms are available at the Office of Accountability and Continuous Improvement website at [http://www.cech.uc.edu/oaci/](http://www.cech.uc.edu/oaci/). In addition, they are included in the appendix of this handbook.

**Candidate Dispositions Progress Report:**

Candidate Dispositions Progress Report: This form is used by the mentor teacher and university supervisor to evaluate the Candidate's dispositions for teaching. This report is completed twice: during the fifth 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. This form is located on-line at [http://www.cech.uc.edu/oaci/](http://www.cech.uc.edu/oaci/).

Completed disposition forms should be printed and shared with the candidate. The candidate must be aware of the report. A candidate may file a rebuttal to a disposition. An electronic version of the completed dispositions form is submitted to the Office of Assessment and
Continuous Improvement. The Office of Assessment and Continuous Improvement monitors the
forms and provides any evidence of potential issues to the field coordinator, program chair, and
program coordinator. Actions may be taken to support the candidate and maintain the integrity
of the secondary education program.

Candidate Brief Disposition 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 content area chair,
secondary education program coordinator, and the field coordinator are notified and given copies
of the report.

edTPA:
A Teacher Performance Assessment metric is now required by the Ohio Board of Regents for all
initial teacher licensure candidates at public institutions. This means that all teacher candidates
who are eligible for their first teaching license must complete a teacher performance
assessment. The School of Education therefore requires all teaching candidates to complete the
edTPA as part of their program at UC. In this assessment, candidates must demonstrate their
ability to plan, instruct, and assess students as part of a 3-5 consecutive-day learning segment.
More information about edTPA can be located at http://www.edtpa.aacte.org.

Field Experience Grades

Practicum I  The field experience is a credit course for candidates. Candidates receive a Pass or Fail based on documented completion of the following items:
- Time sheet documenting 70 hours in the school setting
- Complete and organized binder
- Lesson plans for both full lessons
- 3 observations by mentor teacher
- 3 observations by university supervisor
- Completion of Pre-service Goal Setting Agreement
- All assignments required by the instructor of the seminar course

Practicum II / Student Teaching I  The field experience is a credit course for candidates. Candidates receive a Pass or Fail based on documented completion of the following items:
- Complete and organized binder
- Lesson plans for all full lessons
- Monthly observations by mentor teacher
- 3 observations by university supervisor
- Completion of Pre-service Goal Setting Agreement
- All assignments required by the instructor of the seminar course

For Practicum I and II candidates not meeting each of these requirements, the university
supervisor or secondary program chair will develop an action plan. In some instances an “I”
grade may be allowable at the conclusion of a field placement if the remediation plan will
require time beyond the enrolled semester

**Student Teaching II** The field experience is a credit course for candidates. Candidates receive a Pass or Fail based on documented completion of the following items:

- Complete and organized binder
- Lesson plans for both full lessons
- Monthly observations by mentor teacher
- Monthly observations by university supervisor
- Completion of Pre-service Goal Setting Agreement
- All assignments required by the instructor of the seminar course

Should a mentor and or a UC supervisor determine that a candidate is not making satisfactory progress, the supervisor, mentor and candidate shall meet to develop an action plan to support and improve the candidate’s performance. A candidate who does not comply with or complete the collaboratively developed action plan may receive a failing grade for the field experience which can result in the need to repeat the experience or removal from the Secondary Education Program.

In all field experiences, the university supervisor determines the candidate’s pass or fail status in the field experience course.

**Intervention and Problem Solving in the Field**

Communication is the key among the participants in these field experiences. It is vital that any issues, concerns, or differences be solved immediately. The most important part of making the partnership between the school classroom and the university flow smoothly is if all people involved are open and professional. The following guidelines will help to ensure candidates receive the proper guidance and support. The mentor teacher, university supervisor, or candidate may initiate these procedures if the need arises.

Professional liability insurance is provided for all candidates. It is in effect for all 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.

**Procedures to Follow When Issues Arise During Clinical Experiences**

Open lines of communication between the teaching candidate and mentor teacher tare critical in the field. However, if a mentor teacher or candidate has concerns that need to be addressed, they should contact the university supervisor assigned to the candidate immediately. All university supervisors share their contact information at the start of each semester. If a mentor teacher or candidate is unable to reach the assigned supervisor, it is then appropriate to contact the field coordinator, Dianna Greivenkamp at dianna.greivenkamp@uc.edu 513-556–9136.
The mentor teacher evaluates candidates through observation forms and disposition progress reports during the semester placement. The field coordinator and program chair reviews data collected from the evaluations weekly. Any candidate whose evaluation indicates concerns will be contacted. The Secondary Education Program's procedure is to verify issues noted with the assigned supervisor and mentor teacher, and then contact the candidate to meet. If it is warranted, an action plan will be put in place to remediate areas of concern. Conditions of action plans must be met if candidates are to progress in their coursework and field placements. Please see the section below for a sample action plan form.
## Action Plan

Teacher Candidate’s Name _____________________________

Major/Licensure _____________________________

Area _____________________________ Date __________

Reason(s) for Improvement Plan:

<table>
<thead>
<tr>
<th>Disposition(s) of Concern*</th>
<th>Goal</th>
<th>Action and Assessment</th>
<th>Timeline</th>
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<tbody>
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</table>

### Required Signatures

Teacher Candidate: _____________________________ Date: __________

Advisor: _____________________________ Date: __________

Instructor/Field Supervisor: _____________________________ Date: __________

### Discretionary Signatures

Program Coordinator: _____________________________ Date: __________

Mentor teacher: _____________________________ Date: __________

Department Chair: _____________________________ Date: __________

Other: _____________________________ Date: __________

### Review of PREP

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Date of Review</th>
<th>Progress</th>
<th>Comments</th>
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Progress Key:  

- RG = Revise goal  
- IP = In Progress  
- NP = No Progress on goal  
- TM = Goal Met
Final Decision Summary:

- ☐ Concern has been resolved/goals have been met
- ☐ Progress toward goal(s) noted – continue with revised Action Plan
- ☐ Advised to research other career options
- ☐ Dismissed from Licensure Program (attach dismissal letter)

Comments: ____________________________________________________

_____________________________________________________________

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<thead>
<tr>
<th>Required Signatures</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Teacher Candidate:</td>
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<tr>
<td>Instructor/Field Supervisor:</td>
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<thead>
<tr>
<th>Discretionary Signatures</th>
<th>Date:</th>
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<td>Mentor teacher:</td>
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<td>Department Chair:</td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

CEC Standard Critical Performances

Note: Candidate may submit a rejoinder to this report.
**Termination from the Secondary Education Program**

This process pertains to all licensure candidates at the University of Cincinnati undergraduate, masters or licensure only candidates.)

**Failed Field Experiences:**
All university personnel and students are guests in school sites. The host school personnel may request/require removal of a candidate in a clinical experience. A university licensure program may terminate a candidate’s participation in a clinical experience. Licensure program faculty must carry out any termination in a planned manner. Prior to termination, candidates, school-based mentor teachers and university-based supervisors are encouraged to engage in a problem-solving process and develop an action plan. The candidate, school-based mentor teacher, and university supervisor are all encouraged to be involved in the termination process. Placement termination may result in the candidate’s removal from the Program.

The licensure program faculty will follow these procedures:

- If a candidate fails one field placement, the licensure program faculty may dismiss a candidate from the program.
- If a candidate does not meet the obligations of an action plan, the licensure program faculty may dismiss the candidate from the program.
- If a candidate is granted a second clinical placement after failing the first placement,
  1. the candidate must participate in an interview at the second placement,
  2. the candidate must sign a waiver that allows the mentor teacher at the second placement, and other appropriate staff (e.g., principal), to be made aware of the concerns of the previous placement.
  3. If the candidate refuses to sign a waiver, the licensure program faculty may dismiss the candidate from the program. See the Student Privacy Statement - Buckley Amendment (FERPA) [http://www.ncsu.edu/legal/legal_topics/student_privacy.php](http://www.ncsu.edu/legal/legal_topics/student_privacy.php)
- If a candidate fails or is removed from a second clinical placement, the candidate will be dismissed from the program.
- The university-based supervisor must provide documentation.
- The candidate is entitled to legal representation.

**What constitutes failure in a field placement?**

- When the host school personnel requests/requires removal of the candidate.
- Immediate termination when there are behaviors associated with child abuse, sexual harassment, pornography, illegal activity or breaking the law (BCI report), etc.
- Not meeting the requirements and obligations of an action plan.
- Any behavior that would constitute dismissal of a teacher from employment.
• Failure to comply to and/or meet requirements established by the program, program faculty and supervisors, and/or mentor teacher school professionals, with regards to the clinical placement.
• A violation of the University of Cincinnati’s Student Code of Conduct during a field placement.
• Chronic tardiness or absences.

There are times when it may be determined that a candidate needs to be moved to a new placement without considering it a placement failure. In cases such as these the decisions to move a candidate to a new placement may not come with an action plan or negative repercussions for the candidate.

**Course Failure:**

Candidates may be dismissed from the Secondary Education Program due to course related issues. Action plans may be initiated by course instructors for reasons such as: chronic tardiness or absenteeism for class, missing assignments, failed assignments, unprofessional dispositions or behavior during class, and other substantial reasons and concerns.

**What constitutes a failure in a course?**

- Failure to meet the requirements of the course
- Failure to meet the requirements of an action plan
- Final grade or point score below the established minimum requirement for passing.
- Incomplete (I): All course assignments must be completed to receive a passing grade.

There are several conditions for an “incomplete” grade assignment:

  - An “I” grade (incomplete) is an option only in the case that the individual has a signed or verified agreement in writing with the course instructor prior to the second to the last class of the semester.
  - An agreement will clearly designate a completion timeline of all incomplete course requirements;
  - The individual student will take responsibility to develop the agreement and not the instructor.
  - Failure to reach such an agreement, prior to the stated time frame, and missing assignments will result in an “F” for the course.
  - As per university policy, after one year the "I" grade turns into an "F" grade;
  - There is no opportunity to change an “F” grade.
  - Furthermore, as per program policy, until converted into a satisfactory letter grade or Pass, students with an “I” (incomplete) in any course will be unable to participate in a program sponsored field or internship experiences or placements. Failure to follow the program plan as established with student service advisor may require the candidate to leave the program and reapply at a later date.

**What constitutes immediate dismissal from the Secondary Education Program?**

(CECH dismissal process will be followed)

- Failure to meet the requirements of a course-based or field-based action plan.
- Grade point average below: 2.8 in the licensing program or a 3.0 in the masters program
- Failure of program course
Professional Communication

E-mail Policy

The Secondary 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/ucit/documents/student_e-mail_policy.pdf

Social Networks

Be aware that some pictures, groups, pages, and posts on MySpace, Facebook, or any social networking website can be viewed by others. The audience may include potential employers, parents and fellow teachers. Photos or comments on Facebook or other sites that would be embarrassing to the school in which you are 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 Facebook pages and search for names of teachers. You are considered a role model for students, and your behavior must be exemplary at all times.

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. Application 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 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:

- All course work with a qualifying GPA
- Ohio Assessments for Educators (OAE) examinations
- Successful completion of field experiences

Information on how to apply for licensure is available from the Office of Assessment and Continuous Improvement website. Application 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 alternative 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 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.

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, candidates are seeking licensure are required to take the Ohio Assessments for Educators. The latest information about these tests are available on the web at: http://www.oh.nesinc.com/

FAQ’s

Q. What if I have a disability that requires an accommodation?

A. If an applicant has a qualifying disability and requests reasonable accommodations, he or she must provide an accommodation form from the University of Cincinnati Disability Services Office. The program faculty will not act on a cohort application until the candidate submits this form. If the program determines that specific accommodations exceed that which school districts deem reasonable for employed teachers, a placement team will review the application and make a decision about acceptance and next steps.

Q. What if I want to finish my undergraduate degree, but do not want to obtain an Ohio teaching license?
A. 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.

Q. Is it possible to take a leave of absence from the licensure program?

A. Candidates may request a leave of absence in writing. 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. Due to the competitive nature of some licensure programs and resulting enrollment limits, program faculty members cannot guarantee the approval of a candidate's request for a leave of absence.

Q. I am a UC athlete and my practice or travel schedule conflicts with program requirements. What can I do?

A. Student athletes represent the University of Cincinnati when they compete for the university in any athletic games or contests. Given their complicated practice, travel and game schedules, faculty members will consider a student athlete’s request for accommodations. In an effort to enable student athletes to complete a licensure program, faculty will consider accommodations that will help student athletes balance obligations in the classroom, in internships and field clinical experiences, on the field and in the community. The goal is to assist the student athlete without compromising the quality of the licensure program. Program faculty will consider each request for accommodations on its individual merits. If minor adjustments are not possible, program faculty will suggest an alternative path.

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 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 does the initial licensure relate to the Master’s Degree?

A. Candidates first qualify for an initial State of Ohio teaching license. Upon completion of the licensure phase of the program, candidates complete the remaining requirements for the M. Ed. degree. Some of the licensure coursework applies to meeting M. Ed. degree requirements.
Q. What content courses must I finish before I can begin the Secondary Education Master’s + Licensure Program?

A. There are prerequisite content courses in each field (English Language Arts, Science, Mathematics, or Social Studies). Content sheets that outline the prerequisite content course work available on the CECH website.
Handbook Terms

Teaching Candidate – any student admitted to secondary cohort.

Field Experience – overarching name for all clinical field experiences in 7-12 area schools.

Practicum I – first field experience held a minimum of two days a week (approximately 2.5 hours each) all semester during Spring Semester.

Practicum II – second field experience held Monday through Friday all semester following a half-day teaching schedule from August to October of Fall Semester.

Student Teaching I – third field experience held Monday through Friday all semester following a half-day teaching schedule from October to December of Fall Semester.

Student Teaching II – fourth field experience held Monday through Friday all semester following a half-day teaching schedule during Spring Semester.

Mentor Teacher – teacher at the school working with a teaching candidate.

University Supervisor – UC personnel supporting and evaluating candidates through observations; the first level of contact for school personnel and candidates.

Lesson Segment – 10 to 15 minutes of focused instruction for which the candidate is responsible (i.e. Opening class, reviews, one-on-one tutoring, content or assessment review, leading small group activity, closing activity).

Full Lesson – a structured lesson that is planned using the required UC template and is implemented instruction for the duration of one normal classroom period.
Possible Lesson Plan Format: Secondary Education
Modifications may be made by program faculty

Grade Level/Subject: 9th Grade Biology

Context: What are you assuming students know already? What should they already know for this lesson? How has knowledge of your students’ prior learning, personal experiences and development guided your choice or design of learning tasks and materials? How will your plans for instruction build connections between your students’ prior knowledge and new knowledge?

Standards: Ohio Department of Education, District Standards or Common Core Standards

Concept Addressed: What is the big idea you are attempting to teach? What is your justification or rational for this lesson? How is this justification related to the overarching concept?

Objectives: The specific outcomes of this lesson. These are usually stated as “The learner will be able to: and then bulleted outcomes that correlate to the standards for your particular content area.

Academic Language: What are the academic language demands of this lesson (language function, vocabulary, discourse and syntax)?

Learning Strategies: What learning strategies will support student learning?

Materials Needed: List all materials that you will need. Provide enough detail that another teacher could teach your lesson.

Instructional Outline: Outline the steps you will take to teach this lesson. Indicate the various segments or phases (e.g., warm-up activity to engage student interest), with the different phases involving different configurations of people (e.g., small group activity followed by whole-class discussion). Set off the phases or segments within the lesson according to the amount of time anticipated for completing them. Provide a clear explanation of what will happen within each segment (e.g., the specific wording of prompts, the questions that will prompt discussion). Describe how transitions from one segment to another will be made.

Adaptations/Modifications: What accommodations or modification will you make to meet IEP and 504 Plan requirements? What adaptations will you make for students with unique needs (e.g., English language learners, struggling students, gifted and talented students and others)?

Assessment: Describe how you will determine if your students have met the objectives of your lesson? Describe both your formative and summative assessments.

Analyzing Teaching: Reflect on your experiences teaching this lesson. Consider what you have learned about your teaching and the learning of your students. Propose changes
that would have better supported the learning of your diverse students (e.g., what worked? what didn’t? for whom? why?). What is your evidence? If you could teach these lessons to the same group of students again, what are two or three
things you would do differently to improve the learning of these students based on their varied needs and characteristics? Consider missed opportunities and other aspects of planning, instruction and/or assessment.
<table>
<thead>
<tr>
<th>Grade level /subject</th>
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<tbody>
<tr>
<td>Context description</td>
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**Instructional outline**

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<tbody>
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<td>Instructional sequence:</td>
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<td>Segment 1:</td>
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<tr>
<td>Transition 1:</td>
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<td>Transition 2</td>
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<td>Segment 3:</td>
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**Modifications**

**Assessments of learning**

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<td>Summative assessments:</td>
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**Analyzing teaching**
Pre-Service Teacher Goal Setting Agreement

Student Teacher: ______________________  Mentor Teacher: ______________________

Date: ______________

Teaching Assignment: _________________________________________________________

The student teacher, in consultation with the mentor teacher and university supervisor, completes this self-reflection based upon the Ohio Standards for the Teaching Profession. Once areas of strengths and areas for growth are identified, the student teacher, mentor teacher and university supervisor should complete the goal setting agreement.

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<th>Self-Reflection</th>
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<tr>
<td>Areas of strength:</td>
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<table>
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<tr>
<th>Areas for Growth:</th>
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</table>
Based upon your assessment of your strengths and area(s) for growth, identify 2-3 goals that will provide a learning framework to accelerate your growth and strengthen your practice. Identify the steps you will take to reach the goal, resources and people to assist you, and how you will determine your success. Place one goal on a separate page. Cite the appropriate Ohio Standards for the Teaching Profession.

<table>
<thead>
<tr>
<th>Goal with OSTP Standard Cited</th>
<th>Steps to Attain Goal</th>
<th>Resources and Activities to Support the Goal</th>
<th>Evidence to Support the Goal Attainment</th>
</tr>
</thead>
</table>

Student Teacher Signature: ________________________________
Date: __________________

University Supervisor Signature: ________________________________
Date: __________________

Cooperating Teacher Signature: ________________________________
Date: __________________