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A. Mission and Tenets

The University of Cincinnati’s Fellows and Scholars program is a collaboratively designed teacher preparation program. The collaboration draws on the strengths of each partner to prepare highly effective mathematics and science teachers for high needs schools in the State of Ohio. In addition to preparing cohorts of mathematics and science teachers, the collaboration establishes a model for teacher preparation at a large research university that can serve as a guide to other institutions. In order to meet these two needs, preparing excellent mathematics and science teachers and developing a new teacher preparation model, the program is guided by the following Mission and Tenets.

Mission
To bring together the multiple STEM resources of the Cincinnati Educational Community to prepare highly effective mathematics and science teachers, ready to take on leadership roles in high needs urban and rural schools and districts leading to improved access to high quality STEM instruction for all students in Ohio.

Tenets
To meet this broad mission, we established the following Tenets that speak to the values incorporated into all aspects of the program. These tenets provide a framework for the development of the program as a whole and in the development of courses, developing working relationships among our partners, and evaluating our activities.

1. Teaching and learning are socially and culturally embedded, therefore the program is based on an ecological model of learning in a community.
2. Knowledge is distributed and context bound, therefore the program draws on and values multifaceted knowledge bases.
3. Teaching must be learner focused, therefore the program has multiple and extended opportunities for fellows to interact with and learn from students.
4. Deep Content Knowledge is essential for the development of PCK, therefore the program makes explicit connections between content and the development of instruction for content.

The table on the next pages demonstrates how the tenets were developed into goals for the Fellows, the program components where the tenets are embedded and the teaching and learning activities to allow the Fellows to master the goals.
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<th>Tenet</th>
<th>Goals for fellows</th>
<th>Program components</th>
<th>Fellow Learning Activities</th>
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| Teaching and learning are socially and culturally embedded, therefore the program is based on an ecological model of learning in a community | - Fellows understand that families impact student learning  
- Fellows understand that norms within school and home cultural may/or may not be the same  
- Fellows need to understand how to build from or bridge home and school cultures  
- Fellows understand the impact of current and past educational policies on local and state teaching practices | - Pre-orientation readings  
- Community orientation activity  
- Activities and field trips to acquaint fellows with greater Cincinnati community  
- Fellows are placed in a single school for year-long clinical experience  
- Course work connects impact of public policy and trends on schools  
- Fellows are placed in clinical sites in learning communities | - Compare own cultural background and educational goals with pre-orientation readings  
- Analyze the culture of the schools and students home culture  
- Digitally document role of education for families in different communities in greater Cincinnati  
- Create culturally responsive environments and learning activities  
- Case studies of public policy  
- Work in learning communities to discuss and refine lessons |
| Knowledge is distributed and context bound, therefore the program draws on and values multifaceted knowledge bases | - Fellows understand the role of content knowledge in the development of PCK  
- Fellows will understand the role and value of school-based learning communities  
- Fellows will understand value of 7-12 students ways of knowing and prior knowledge and experiences  
- Fellows will understand that knowledge is learned and represented in multiple ways | - Clinical experience and expert mentors guide development of teaching practices  
- Content coursework developed and taught by content experts and researchers  
- Develop content self-assessment tools and opportunities to recalibrate content to 7-12 settings  
- Course work that bridges educational research in learning leading to best instructional practices  
- Opportunities to learn about how 7-12 students bring knowledge and experiences of value | - Select instructional strategies and technologies appropriate to the needs of the students and content to be learned  
- Design learning experiences that cross typical content boundaries  
- Use technologies to design and represent content in multiple ways  
- Develop lessons that are implemented and revised in learning communities |
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| Teaching must be learner focused, therefore the program has multiple and extended opportunities for fellows to interact with and learn from students | - Fellows will understand how the principals of UDL address student academic diversity  
- Fellows will understand learning theory and the range of learning strategies students bring to class  
- Fellows will understand how student response can guide next steps of instruction  
- Fellows will value the role of students voice in teaching  
- Fellows understand the role of mathematics in learning science and vice versa.  
- Fellows understand typical misconceptions and how they arise and need to be addressed | - Significant opportunities to work with students beyond classroom instruction  
- Scaffolds teaching with opportunities to listen to students prior to teaching  
- Educational course work connects clinical experiences with research in learning sciences and adolescent development  
- Fellows are part of learning communities which collaboratively develop lessons  
- A&S and engineering courses designed to explicitly model integration in authentic activities | - Complete child studies  
- Design lessons and units using principals of UDL  
- Interpret student questions and response to adjust teaching on an ongoing basis  
- Develop learning experiences that explicitly integrate mathematics and science learning and content  
- Reflect on their own instruction as well as the instruction of others in order to make revisions  
- Develop formative and probing assessments that uncover students’ misconceptions and use research to understand how to design experiences to bridge them |
| Deep Content Knowledge is essential for the development of PCK, therefore the program makes explicit connections between content and the development of instruction for content | - Fellows will value the development of their content knowledge depth and breadth  
- Fellows will understand their own learning and how it is explained by learning theory  
- Fellows will understand the connections within and amongst the “big ideas” in both mathematics and science  
- Fellows will understand the ways of knowing and valuing within the subjects  
- Fellows will understand the processes used in specific subjects as well as cross-cutting ways of thinking  
- Fellows will understand the development of content from a learning point of view | - Course work in A&S and engineering to expand content breadth and depth  
- Structured opportunities for fellows to reflect on and share their own knowledge development  
- Methods courses focus on selecting instructional strategies more impactful for the content to be learned  
- Explicit connections for learning mathematics and sciences to support learning in both content areas  
- Course work and clinical experiences that focus on the development of students academic content language | - Self-assess content needs and work with faculty to fill content gaps  
- Engage in electronic and face to face discussions about how knowledge is developed  
- Select and rationalize instructional choices based on learners needs and content to be learned  
- Develop instruction that supports learning mathematics and explicitly connects math and science development |

Color codes = Ed. course work; clinical activity; A&S/Engineering; Ed and clinical; Ed. and A&S; Clinical & A&S; white or no color happens in all locations
B. Collaborative Partners

The Fellows and Scholars program is complex and has multiple partners, each possessing distinct roles. Some partners’ involvement is intermittent, while others live and breathe the activities every day and many fall in between; however, each partner plays a vital role in the success of the whole. The institutional partners below are all essential to the success of the program.

Woodrow Wilson National Fellowship Foundation

The Woodrow Wilson National Fellowship Foundation initiated Ohio Teaching Fellowship after working successfully with other institutions across the country to redesign teacher preparation programs in mathematics and science. The foundation coordinates and supports the activities on the Ohio campuses, while providing each campus with the necessary autonomy to design programs that most effectively draw on the resources of their local educational communities. The Foundation also serves an essential role in coordinating with the State House, Governor’s office and private donors to providing funding for stipends and other financial resources to insure the stability of the program.

NSF’s Robert Noyce Scholars Program

NSF’s Robert Noyce Scholars Program has been funded since 2002 from the Congressional budgetary process. At the University of Cincinnati, the funding has existed since 2004. The Scholarship program provides funds for qualified applicants to receive training for licensing in secondary mathematics or science. The NSF provides the funds to institutions based on a competitive grant system.

Ohio Board of Regents

The Ohio Board of Regents and the Chancellor created the opportunity for funding the Choose Ohio First Scholarship funds, which provide stipend support for the Fellows during their preparation year. This financial support is the tangible commitment of their belief in the need for higher education to prepare teachers for our schools, and their affirmation of importance that every child in Ohio has access to excellent instruction in mathematics and science.

University of Cincinnati

The University of Cincinnati’s office of the Provost and Deans of the Colleges of Arts and Sciences and College of Education, Criminal Justice and Human Services provide institutional support and guidance for the development of the Fellowship program at UC. The support of administrators at the university and college levels is essential for the development of the program as a whole, as well as for supporting individual faculty with a willingness to take the risk that innovation involves.
Cincinnati Public Schools

The Cincinnati Public Schools under the leadership of the superintendent serves as our clinical partner in these innovations. The school district has not only opened the doors of its schools to program, but supports the development of the program through evaluation and data agreements, access to resources within the district and rich knowledge and experience of the teachers in the schools who will guide the Fellows on their journey into the teaching profession.

Partnership Program Roles

The importance of institutional partners in the success of new programs cannot be overlooked, however it is the day-to-day commitment of individuals within these institutions that moves programs from ideas to implementation. The UC Fellows & Scholars program has engaged many committed individuals who have worked and learned together as the program progressed from a fledgling idea, to a shared vision, and now rounds of implementation and revision in order to achieve a sustainable and educationally responsive program. The roles and work of the partners are described below.

1. Physics, Chemistry, Mathematics, Life Science, and Engineering faculty were integral members of the program development team. A consistent cadre of faculty engaged in discussions about how we are currently preparing mathematics and science teachers and how can we better meet their needs?; how do we connect mathematics and science content in authentic ways?; and what content is the best to use for these multiple goals? The A&S and engineering faculty worked over to design new courses specifically to engage the Fellows in deep content and new pedagogy that reflect current research on learning.

2. Clinical faculty from Hughes STEM High School, Taft IT High School, Withrow High School and Aiken High School have come together to form a strong team of school-based teacher educators who have agreed to take on the additional task of guiding, supporting, instructing and mentoring the emerging teacher inside each Fellow or Scholar. The clinical faculty will not only open their classrooms to Fellows and Scholars, but also their wisdom and experience. Each school will work with a team of 3 Fellows or Scholars for an entire year as the Fellows or Scholars learn about each school community, the Cincinnati community and the professional community of teachers. The value to the Fellows and Scholars of being a full community member is essential for their development as teachers and for the students they will be teaching. In addition to CPS clinical faculty, Great Oaks faculty has been active partners in the preparation of the early clinical experience as part of the Freshman Challenge program. This summer clinical experience includes work with at-risk rising 9th graders and offers the Fellows and Scholars the chance to work with and learn about adolescents in a structured but less formal environment.

3. School of Education faculty from several different programs has participated in the redesign of licensing courses that build off of the clinical and content course work experiences. The education faculty has worked closely with the other curriculum development groups to coordinate learning activities, and create reflective assignments that draw on their learning experiences in arts and sciences.
or in their clinical placements. The education faculty has also worked to develop a scaffolded program that allows the pre-service teachers to listen and develop relationships with students before focusing on teaching students so they have a deep understanding of the adolescents they will be teaching.

4. The final partners are the Fellows and Scholars themselves. As we have begun to get to know each based on his or her background and our early interactions, even before meeting face-to-face, we have adjusted the program construction to meet the needs of the group and the individuals. As the program progresses, the Fellows and Scholars are our partners in learning, program evaluation, and program revision as we constantly work together to create an innovative and responsive STEM teacher preparation program.

C. Key Aspects
This section highlights some of the key aspects of the program that are a result of the collaborative program development.

1. Consistent school placement for the entire year in a partner school
2. School-based teams of Fellows
3. School-based support teams for the Fellows consisting of a mentor for each Fellow, a teacher coordinator at each school, a UC clinical liaison to support mentors and teacher coordinators, and a UC team supervisor
4. An online mentor learning community and graduate course in teacher development
5. Modular course work
6. Alignment of the university calendar to the CPS academic calendar
7. Courses taught by clinical faculty
8. Course taught at the clinical sites
9. Seminars

The program overview and collaborative partner sections highlight other essential aspects of the program and the shared responsibility and commitment for the preparation of the Fellows.

D. Program Evaluation
Understanding the importance of a careful evaluation is essential for insuring the program is responsive, sustainable and meeting both needs discussed in the opening paragraph: Preparing highly effective mathematics and science teachers; and establishing a model preparation program. Too frequently evaluations of programs focus only on the teachers produced and although this is important, the Fellows (teachers) are not the only product and should not be the only object of evaluation. Therefore much of the local evaluation of the program is focused on our processes of development and institutional transformation.
Guiding Evaluation Questions

1. To what extent are structures and processes put in place to create a seamless, coherent system that will enable WWOTF program goals to be addressed, achieved, and sustained?
2. To what extent does implementation of the WWOTF program provide a seamless, coherent experience, which addresses the program’s goals for the Fellows?
3. What is the impact on Fellows’ professional growth?
4. What indications exist that the WWOTF program represents a change in collaboration around teaching and learning for STEM teacher preparation?
5. What are key stakeholders’ perspectives on aspects of the WWOTF that are moving toward sustainability?

E. Program Overview

Summer Semester
In addition to the experience that the Fellows bring to the playing field as career changers who already have specialization in content knowledge, the program begins with providing the Fellows with instruction and field experiences described below.

1. Orientation
Orientation begins with a welcome and time to learn about the UC campus and the Woodrow Wilson Teaching Fellowship Program. On the first day, Fellows will engage in a question-and-answer session with the Fellows from the year prior and engage in a small group engineering challenge. Later in the day, Fellows will take care of details such as course registration, ID cards, library resources, FBI and BCI checks. On day two, Fellows will investigate the Cincinnati community with a bus trip through several city neighborhoods to get a cross section of Cincinnati and surrounding areas. In addition, Fellows will participate in an orientation to their first field experience, the Freshman Challenge. Fellows will work in production teams with digital backpacks to create a documentary about a Cincinnati neighborhood and the schools within the neighborhood.

2. Summer Coursework
- SEC 541 Field/Clinical Experience 1: Math or SEC 551 Field Clinical Experience 1: Science
- EDST 737 Human Development Adolescents
- 20 EECE 892 Engineering Applications in Mathematics
- CI 785 Improving Instructional Effectiveness
- A &S Content Elective

3. Summer Field Experience
During this summer field experience, Fellows will work with rising high school freshman in the Freshman Challenge Program at UC-Clifton and the Cincinnati Nature Center. The 40 students selected to participate in this program are considered at-risk of dropping out of school by their local school district. This program provides extra academic and social support for the students to keep them connected to school as they transition from middle to high school. Students who complete the program successfully
are awarded one high school science credit and one physical education credit. Each Fellow will serve as a mentor to a small group of students in the program, particularly in student creation of their digital backpack projects. Shortly after working with the Freshman Challenge Program, Fellows will be taking **EDST 737 Human Development: Adolescent** and will be able to use their experiences working with the students to connect with content and learning activities in the course work. At the conclusion of the summer field experience, the Fellows will have an emerging understanding of:

- How students engage with and talk about science content
- How motivation and interest impacts student learning
- How teachers plan instruction for individuals and groups of children
- How active learning experiences are structured

The linked summer field experience and course will allow Fellows to experience a variety of field trips to local educational resource locations so they can draw upon these resources when they are teaching, such as the Cincinnati Museum Center, the Cincinnati Nature Center, the Cincinnati Zoo, and the Cincinnati Civic Garden Center.

**4. Learning and Teaching Mathematics, Science and Engineering**

This five week teaching and learning session is co-taught by faculty in the College of Arts and Sciences, Engineering and Education. A&S faculty have carefully selected foundational content based on the Ohio academic content standards in mathematics and science for high school and developed learning experiences that integrate the mathematics and science with reform-based instructional strategies. The selected content serves to address the breadth of content high school science and mathematics teachers need at their fingertips that some Fellows may not have used since their own high school days. The Engineering faculty will reinforce mathematics and science content while introducing the Scholars and Fellows to the engineering design and challenge-based learning in preparation for the common core standards in mathematics and science. All the courses intentionally focus on the relationship between the mathematics used in science inquiry and modeling, thus helping both science and mathematics Fellows to think about their content areas in new ways. In addition to the A&S and engineering content courses, Fellows participate in an instructional effectiveness course that unpacks the learning activities and focuses on how research-based practices for lesson components, daily lesson plan structure, and unit planning. These instructional practices are connected to research on student learning in mathematics and science. At the conclusion of this intensive learning session, Fellows will have completed three courses from the following: **Models and Applications of Life Sciences, Models and Applications of Earth Systems, Models and Applications of the Physical Science, or Engineering Models and Improving Instructional Effectiveness and Engineering Applications in Mathematics**. Specifically, Fellows will have revisited selected mathematics and science content; gained an understanding of the structure of lesson and unit plans; linked teaching strategies to learning theory; and engaged in a variety of reform-based learning strategies.

**5. Learning Community Time**

Throughout the summer session afternoon sessions will be used for the Scholars and Fellows to meet with the in-service teachers in their summer courses or faculty to work on translating the material they
are learning into lessons for 7-12 students. This resource development time will be led by experienced science and mathematics instructors as well as practicing engineers. Fellows and Scholars will be able to continue to learn to plan instruction or to enhance their own content knowledge.

**Fall Semester**

1. **Fall Coursework**
   - SEC 7022 Intermediate Methods Mathematics or 7023 Intermediate Methods Science
   - SEC 7027 Field Practicum II (100 hours)
   - CI 7003 Teaching and Learning in Diverse Environments
   - SEC 6090 Student Teaching
   - CI 7004 The Role of Teachers in Society

2. **Clinical Experience**
   The clinical school will be the Fellows and Scholars home away from home. They will be placed in one of four high schools with a small group of other teaching Fellows or Scholars, creating a school-based learning community. Fellows will be placed with selected mentors who will be part of the school-based learning community. Fellows will spend Mondays at their clinical sites attending staff meetings or other team meetings held at the school and a minimum of half day for the remaining four days of the week. Staying in one location allows Fellows to be fully embedded in the school community and lives of the students in their classes. During the yearlong clinical experience, Fellows will be scaffolded into the role of a teacher, taking on increasing responsibility as the year progresses.

**Basic Structure:**
- Team based placements of 3 to 5 Fellows per school
- Fellows placed with a mentor teacher in their content area for entire academic year
- Fellows follow the CPS academic calendar
- Fellows are in schools Mondays for the entire teacher day and Tuesday, Wednesday, Thursday and Friday for ½ teacher work day
- Fellows are scaffolded into full teaching responsibilities:
  - First Quarter: Learning to build relationships with students and school community, observing and discussing the teaching process, teaching small student groups
  - Second Quarter: teaching whole-class lessons co-planned with mentor, teaching co-planned units, learning to use student assessment data for planning, participating in parent conferences
  - Third and Fourth Quarter: Taking full responsibility for all instructional tasks for the mentor teacher classes during the time the Fellows are at the school

3. **Cincinnati Public School Quarter 1 (roughly 8/27 – 10/17)**
Fellows 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, prepare laboratory or other active learning experiences, but also take time to focus on listening and learning from the students. This first quarter also provides the Fellows 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.

4. Cincinnati Public School Quarter 2 (roughly 10/17 – 12/20)

Fellows will take on more classroom responsibility including full class instruction of lessons co-planned with their mentors. Fellows will videotape themselves teaching and be prepared to share their tapes with their school learning community and mentor teacher. By the end of the quarter, Fellows should be comfortable planning lessons independent of their mentors, but still work with the mentors to support their development of formative assessments to guide future instruction within a unit. At the conclusion of this quarter, the Fellows will have completed the courses CI 7003 Teaching and Learning in Diverse Environments, CI 7004 The Role of Teachers in Society and either SEC 7022 or 7023 Intermediate Methods.

Spring Semester

1. Spring Coursework

- SEC 6090 Student Teaching
- SEC 7032 or 7033 Advanced Methods Mathematics or Science
- LLS 7014 Disciplinary Literacy in Secondary School
- SPED 6001 Individuals with Exceptionalities
- Additional content course work as needed (geometry for math)


In these two quarters (or a public school semester), Fellows should be ready to take on full teaching responsibilities for the hours they are in their clinical site (one half-day). This includes, lesson and unit planning; assessing, grading and reporting student learning; meeting with parents; preparing students for necessary exams and benchmark assessments; classroom management, and laboratory and materials preparation. The Fellows will be able to rely on their mentor teachers for support and guidance with these instructional activities, as well as the support of university supervisors and course instructors such that clinical demands are integrated into course work and assessments. The Fellows course work will support the preparation of their Teacher Performance Assessment (TPA) portfolio, resume development, interviewing and other topics as determined by the Fellows. The final courses required for licensing will be taken during these two quarters with assignments directly related to their teaching assignments and lesson and unit preparation that can be integrated back into instruction. These courses will include: Advanced Content Methods; Disciplinary Literacy in Secondary Schools, and Individuals with Exceptionalities, in addition to any content course work required for teaching licenses.
F. Stakeholder Roles and Responsibilities

General Role Expectations

School Administration Expectations:
- Collaborative participation in placement of Fellows across different clinical sites
- Selection of mentors for Fellows
- Orienting Fellows to school organization and work systems
- Welcoming and including Fellows into the school community
- Participate in program evaluation to provide formative feedback

Mentors Expectations:
- Orient the Fellows to the school community
- Open classroom to Fellows to learn about teaching in urban schools
- Co-planning of teaching and learning activities with Fellows
- Observe and provide feedback to Fellows informally and formally
- Willingness to allow Fellows to practice new teaching methods
- Good communication with Fellows, supervisor, and UC liaison
- Participate in program to provide formative feedback (online surveys, focus group interviews)

UC Support for Clinical Experiences:
- Online mentor learning community – this can be taken for graduate credit and paid for by grant
- School liaison who visits each school on a weekly basis to help with problem solving
- School based seminars for Fellows to reflect on teaching (and mentors if desired)
- Consistent supervisor to work with all Fellows at a site

Supervisor Expectations:
- Formally observe each Fellow at least once a quarter (CPS quarters)
- Meet with Mentor and fellows to discuss CALs once each quarter
- Complete Goals Setting Agreement with each Fellows each once each quarter
- Complete candidate dispositions progress report form
- Be willing to problem solve with Fellows and/or mentors as necessary
- Complete NCATE and program evaluation forms

Clinical Liaison Expectations:
- Visit each clinical site once a week while the Fellows are at site
- Meet with Fellows (and mentors) once a month for site based seminars
- Provide resources, readings or support materials for Fellows and mentors
Woodrow Wilson Fellows & Noyce Scholars Program
University of Cincinnati - CECH

- Problem solve issues as they arise at sites
- Meet with project director bi-weekly to provide feedback on clinical program progress
- Work with site-based teacher leader to coordinate activities at school

Woodrow Wilson Fellows Expectations:
- Conduct themselves in a professional manner
- Follow the school dress code
- Notify their mentor, clinical liaison 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 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, progress and accreditation forms on time

1. Expectations by Quarter

Cincinnati Public School Quarter 1 (roughly 8/27 – 10/17)

Fellows will:
- Be active participant observers in their mentors’ classes and school
- Work with their mentor to plan instruction
- Work with small groups of students
- Prepare laboratory or other active learning experiences
- Take time to focus on listening and learning from the students
- 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.
- Complete quarterly task lists and turn it in to the clinical liaison before the end of the quarter
- Complete three CALs per quarter with Mentor teacher, supervisor or clinical liaison and turn them into clinical liaison and supervisor by the end of the quarter

Mentors will:
- Acclimate Fellows to the classroom and encourage active participation
- Assist in helping fellows complete a weekly Collaborative Assessment Log
Woodrow Wilson Fellows & Noyce Scholars Program
University of Cincinnati - CECH

- Meet formally with their Fellow each week to plan lessons, discuss students and review the Fellow’s progress.
- Provide direction for Fellows in classroom activities and roles
- Complete a dispositions report

Cincinnati Public School Quarter 2 (roughly 10/17 – 12/20)

Fellows will:

- Take on more classroom responsibility including taking over teaching of 1-2 class lessons
- Co-plan for the 1-2 classes with their mentors
- Videotape themselves teaching
- Share videotapes with their school learning community and mentor teacher for feedback
- By the end of the quarter, Fellows should be comfortable planning lessons independent of their mentors, but still work with the mentors to support their development of formative assessments to guide future instruction within a unit.
- Complete three CALs per quarter with Mentor teacher, supervisor or clinical liaison and turn them into clinical liaison and supervisor by the end of the quarter
- Complete quarterly task lists and turn it in to the clinical liaison before the end of the quarter

Mentors will:

- Address any classroom issues with Fellows
- Continue to encourage active participation in classes where Fellow’s are not teaching
- Introduce Fellows to the IEP process
- Aid Fellows in getting to know their students and differentiating instruction
- Assist in helping fellows complete a weekly Collaborative Assessment Log
- Meet formally with their Fellow each week to plan lessons, discuss students and review the Fellow’s progress.
- Complete a dispositions report

Cincinnati Public Quarters 3 & 4 (1/3/2012-5/31/2013)

Fellows will:

- Take on full teaching responsibilities for the hours they are in their clinical site (one half-day - 8:00 a.m.-12:00 p.m. roughly).
- Plan lessons and units for classes that they are teaching
- Assess, grade and reporting student learning
- Meet with or contact parents regularly
- Preparing students for necessary exams and benchmark assessments
- Complete three CALs per quarter with Mentor teacher, supervisor or clinical liaison and turn them into clinical liaison and supervisor by the end of the quarter
Woodrow Wilson Fellows & Noyce Scholars Program
University of Cincinnati - CECH

- Continue to develop classroom management and laboratory and materials preparation
- Complete quarterly task lists and turn it in to the clinical liaison before the end of 3rd quarter
- Participate in a professional seminar that supports the preparation of their Teacher Performance Assessment (TPA) portfolio, resume development, interviewing and other topics as determined by the Fellows.
- Complete and turn in TPA by the designated due date during 4th quarter

Mentors will:

- Offer support and guidance with instructional activities for the classes the Fellows are teaching
- Assist in helping fellows complete a weekly Collaborative Assessment Log
- Meet formally with their Fellow each week to plan lessons, discuss students and review the Fellow’s progress.
- Complete a final dispositions report

G. Required Assessments in Yearlong Clinical Setting

The clinical experience is graded on a Pass/Fail system and many of the assessments used in the clinical experience are formative and provide a basis for each Fellow to self-assess their progress as a teacher. Fellows who are determined to be weak in a particular area will be provided with individual action plans in order to focus on areas of growth to insure success.

- Collaborative Assessment Logs, completed weekly and submitted to supervisor
- Goal Setting Agreements
- Dispositions progress reports
- Lesson and unit plans with reflections after implementation
- A quarterly video-taped section of teaching with reflective analysis
- Completion of TPA (licensing requirement) during quarter 3 or 4

Collaborative Assessment Log

The Collaborative Assessment Log was originally used by the New Teacher Center, Santa Cruz, California, in their teacher preparation programs. Within our licensure programs, it provides a framework for ongoing conversations between the cooperating teacher and the student teacher. This tool is also being used by the Ohio Department of Education with all new teachers in Ohio’s new Resident Educator Program. The Collaborative Assessment Log (CAL) asks four questions: What is working? Are there any areas of concern or issues that need to be addressed? What are the student teacher’s next steps? What are the cooperating teacher’s next steps? It is expected that the candidate and the mentor teacher will complete this document weekly, and submit it by email to the university supervisor. (See Appendix or http://www.cech.uc.edu/oaci/assessment_forms/woodrow-wilson-teaching-fellows/)

Pre-Service Goal Setting Agreement

To better prepare pre-service teachers for Ohio’s new Resident Educator Program, a Pre-Service Goal Setting Agreement has been developed to mirror the goal setting agreement that will be used by new
teachers in Ohio. The pre-service teacher (candidate), in consultation with the supervisor, completes this self-reflection based upon the Ohio Standards for the Teaching Profession. Once areas of strength and areas for growth are identified, the pre-service teacher and supervisor should complete the goal setting plan. The candidate should complete this form, mentor and supervisor at the supervisor’s final visit of the quarter. (See Appendix or http://www.cech.uc.edu/oaci/assessment_forms/woodrow-wilson-teaching-fellows/ )

Observations
Their mentor teacher formally observes fellows two times (minimum) during each quarter by their mentor teacher. The observation is documented on the collaborative assessment log, completed in collaboration with the Fellow. These observations will include structured observations with rubrics focused on safety (for science Fellows), leading problem solving sessions, and using technology for instruction. (see website link: http://www.cech.uc.edu/oaci/assessment_forms/woodrow-wilson-teaching-fellows/)

Candidate Dispositions Progress Report
All mentors a minimum of one time/ CPS quarter during a candidate’s field experience complete this form. The dispositions cover professional behaviors that are not specifically addressed in the formal observations or assessments. The disposition form is used to evaluate the candidate's dispositions for teaching and to document professional strengths or weakness that may be demonstrated during a candidate's field experience. A mentor or UC supervisor may complete additional disposition forms for a candidate if they see a need to document exceptional behavior, positive or negative. (See website http://www.cech.uc.edu/oaci/assessment_forms/woodrow-wilson-teaching-fellows/)

Electronic Evaluation Forms
The completion of program evaluation information is important for the NCATE continuous improvement of the Program, thus the quality of newly licensed teachers completing the UC Woodrow Wilson Ohio Teaching Fellows Program. This information is also imperative in maintaining the program’s good standing with our accrediting bodies. (http://www.cech.uc.edu/oaci/assessment_forms/woodrow-wilson-teaching-fellows/)

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

Forms completed by Fellows
These forms are distributed to the Fellows via a website. 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
- Educator Impact Rubric Form
Forms completed by Mentors
These forms are distributed to mentors via a linked website. Suggested dates for completion are included as well as contact information if questions arise.

- Mentor Information Form
- Mentor Rates Intern’s Use of Technology Form
- Mentor Evaluation of Teacher Preparation Program Form
- Candidate Dispositions Progress Report
- Observation Forms
- Reimbursement and Information

Forms completed by UC Supervisors
These forms are distributed to UC supervisors via a website. 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
- Observation Form

H. Program Guidelines and Professional Behavior

Clinical Time Requirements

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>8:00-4:30 p.m.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Approximately 8:00-1:00 p.m.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Approximately 8:00-1:00 p.m.</td>
</tr>
<tr>
<td>Thursday</td>
<td>Approximately 8:00-1:00 p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>Approximately 8:00-1:00 p.m.</td>
</tr>
</tbody>
</table>

Fellows report to their clinical sites with their mentor teachers for the start of the CPS school year. Fellows will follow the public school schedule, including teacher PD days, holidays, and breaks. UC courses will be adjusted to fit with the clinical schedule.

Absences
Absences should be reported by phone and email to the mentor teacher, university supervisor and clinical liaison.

Meetings

Fellows will spend Mondays at their clinical sites attending staff meetings or other team meetings held at the school and a minimum of half day for the remaining four days of the week. Fellows should attend any meeting that their mentor teacher would attend, including staff meetings, IEP meetings and committee meetings. Fellows should attend parent teacher conferences.

Email Policy

The 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. The University of Cincinnati issues a UC e-mail address, an 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_email_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.

Background Check

(Please refer to the Student Services Website for the most current information - http://www.cech.uc.edu/student_services_center/cohort_program)

All licensure candidates working in field placements (of any length or for any purpose) involving children or youth, must submit criminal background checks from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI) prior to entering a school setting. The program director must have the following documents before a candidate may enter a school site: (a) a
photocopy of a current BCI Report, (b) a photocopy of a current FBI Report, and (c) a photocopy of a current TB Report.

The state of Ohio requires affirmation of the moral character and conduct of education students. Once accepted into the program, a criminal background check is a required for field experiences and licensure. The College of Education, Criminal Justice, and Human Services (CECH), therefore, are informing you of this requirement.

As part of the field placement process, all students in any licensing program must have FBI and BCI background checks and a Tuberculosis test, completed in August prior to their clinical placement. Students must show their ID at the University of Cincinnati Public Safety office located in Four Edwards Center, Monday-Friday between the hours of 9:00 and 3:30 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 can pay in cash or by personal check, made payable to University of Cincinnati or by credit card (Visa, Master Card, and Discover). Paper copies 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. Make extra copies of all these forms to present to the school(s) and for your personal records.

When requesting your BCI & FBI documents, have the documents 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 documents when applying for licensure.

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 to be eligible for initial licensure and employment must meet all rehabilitation criteria; 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 to be eligible for initial licensure and employment must meet all rehabilitation criteria; 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 work with an attorney 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.

For students with background check issues, pursuing assistance from the following center may be advisable:

The Ohio Justice and Policy Center is a “non-profit, non-partisan law firm that speaks for people who have been marginalized by the criminal justice system and advocates evidence-based criminal justice reform.” They may be able to provide support for individuals with compromised BCI and FBI reports.

Ohio Justice and Policy Center: [http://www.ohiojpc.org/main.html](http://www.ohiojpc.org/main.html)

The office is located at the Community Law Center, Suite 601, 215 East Ninth Street, Cincinnati, OH
**Intervention 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**

The Secondary Education Programs including the Woodrow Wilson Fellowship use a Collaborative Assessment Log (CAL) (New Teacher Center, Santa Cruz, CA) in all field placements. This log, updated during planned meetings between the candidate, mentor teacher and university supervisor, regularly addresses the following areas:

- What is working
- Areas of focus – areas of challenge or concern
- Candidate’s next steps
- Mentor Teacher’s next steps

Regular and authentic use of this collaborative model should circumvent many issues that might arise in the field. However, if a mentor teacher or candidate has concerns that need to be addressed prior to a regularly scheduled meeting, 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 Program Director, Helen Meyer at Helen.meyer@uc.edu (513-556-5115).

**Professional Commitments and Dispositions**

The National Council for the Accreditation of Teacher Education (NCATE) defines dispositions as

“the values, commitments, and professional ethics that influence behaviors toward candidates, families, colleagues, and communities and affect candidate learning, motivation, and development as well as the educator’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).
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, and we understand most candidates’ fundamental anxiety relates to being competent and successful. We appreciate that we are members of a community and that none of us can find ourselves, know ourselves, or be ourselves, all by ourselves.

Dispositions

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

- The candidate demonstrates professional behavior in attendance.
- The candidate demonstrates professional behavior by being punctual.
- The candidate demonstrates initiative.
- The candidate is responsible.
- The candidate is responsive to constructive feedback/supervision.
- The candidate has rapport with students/peers/others.
- The candidate is committed to high ethical and professional standards.
- The candidate demonstrates a commitment to reflection, assessment, and learning as an ongoing process.
- The candidate is willing to work with other professionals to improve the overall learning environment for students.
- The candidate appreciates that knowledge includes multiple perspectives and its development is influenced by the perspective of the "knower."
- The candidate is dedicated to teaching the subject matter, keeping informed and competent in the discipline and its pedagogy.
- In designing curriculum the candidate appreciates both the particular content of the subject area and the diverse needs, assets, and interests of the students and values both short and long-term planning.
- The candidate is committed to the expression and use of democratic values in the classroom.
- The candidate takes 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.
- The candidate recognizes 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.
- The candidate believes that all children can learn and persists in helping every student achieve success.
- The candidate values all students for their potential as people and helps them learn to value each other.
The mentor teacher evaluates Fellows dispositions twice during each semester of placement. The program coordinator reviews data collected from the evaluations weekly. Any Fellow 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.

Supervisors, mentors or course instructor may also choose to complete a Dispositions Brief Report in order to document exemplary dispositional behaviors or behaviors of concern at any time. These reports are filed through this website http://www.cech.uc.edu/oaci/assessment_forms/woodrow-wilson-teaching-fellows/ and become part of the record of program for a Fellow or candidate. Dispositional concerns in a brief report are discussed with the Fellow. A typical process is on a first report this is a face to face meeting, a second reported dispositional concern will result in an action plan.
# 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</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
### Disposition

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Date of Review</th>
<th>Progress</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Progress Key:

- RG = Revise goal
- NP = No Progress on goal
- IP = In Progress
- 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:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

### Required Signatures

**Teacher Candidate:** ___________________________ Date: ____________

**Advisor:** ___________________________ Date: ____________

**Instructor/Field Supervisor:** ___________________________ Date: ____________

### Discretionary Signatures

**Program Coordinator:** ___________________________ Date: ____________
Termination from the Woodrow Wilson or Noyce Program
(This process pertains to all licensure candidates at the University of Cincinnati undergraduate, master’s or licensure only candidates.)

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 Fellow, school-based mentor teacher, university supervisor, university liaison and program director are all encouraged to be involved in the termination process. Placement termination may result in the Fellow’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 or being terminated from 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

- 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.

Course Failure:

Candidates may be dismissed from the Woodrow Wilson or Noyce 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 Woodrow Wilson or Noyce 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: 3.0 in masters and licensing program
- Failure of program course
Woodrow Wilson Fellows & Noyce Scholars Program
University of Cincinnati - CECH

Graduate Aspects of Handbook

A. Graduate Student Information

The Graduate School at the University of Cincinnati

The Woodrow Wilson Fellows and Noyce Scholars program at the University of Cincinnati is a graduate program. Therefore it must comply with the requirements of the University of Cincinnati’s graduate school. The link below connects you with the graduate school webpage, which you should bookmark and refer to for important dates, your rights and responsibilities, and other information.

http://www.grad.uc.edu/

On this page there is an Achieve link. After clicking this link, there is a Policy link on the left-hand side. This Policy page has a link to the Graduate School handbook. The program is aligned with the graduate school’s policies, however it is important to note that the graduate school sets minimum standards, individual programs may established more stringent requirements. The direct link to the handbook is:

http://grad.uc.edu/academics/graduate_studenthandbook.html

B. Program Progression

Semester Course Scheduling

Woodrow Wilson/CEEMS Noyce Summer 2012 start on quarters
Summer

<table>
<thead>
<tr>
<th>Dates</th>
<th>Courses</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/11 – 6/29</td>
<td>SEC 541 Field/Clinical Experience 1: Math or SEC 551 Field Clinical Experience 1: Science (75 hours)</td>
<td>Daily</td>
<td>8 am- 1 pm</td>
</tr>
<tr>
<td></td>
<td>EDST 737 Human Development Adolescents</td>
<td>Daily</td>
<td>2 pm – 5 pm</td>
</tr>
</tbody>
</table>
| 7/2 – 8/3 | 20 EECE 892 Engineering Applications in Mathematics | M, W, Th, F T Lab | 9 – 10:30
|           | CI 785 Improving Instructional Effectiveness      | M, W, Th, F | 10:40 - noon   |
|           | A &S Content Elective                             | M, T, W, F Th Lab | 1 – 3
|           | Learning Community Time                          | M, T, W, F  | 3 – 4:30       |
## Woodrow Wilson Fellows & Noyce Scholars Program
### University of Cincinnati - CECH

### Fall Semester

<table>
<thead>
<tr>
<th>Dates</th>
<th>Courses</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>All semester</td>
<td>SEC 7022 Intermediate Methods Mathematics or</td>
<td></td>
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<tr>
<td></td>
<td>7023 Intermediate Methods Science</td>
<td>T</td>
<td>4 – 5: 20 and online</td>
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<tr>
<td></td>
<td>First 7 weeks</td>
<td></td>
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<tr>
<td></td>
<td>SEC 7027 Field Practicum II (100 hours)</td>
<td>M, T, W, Th, F</td>
<td>8 am – 4:30</td>
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<tr>
<td></td>
<td>CI 7003 Teaching and Learning in Diverse</td>
<td>W + online</td>
<td>8 am – noon</td>
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<td></td>
<td>Environments</td>
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<td></td>
<td>Second 7 weeks</td>
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<td></td>
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<tr>
<td></td>
<td>SEC 6090 Student Teaching</td>
<td>M, T, W, Th, F</td>
<td>8 am – 4:30</td>
</tr>
<tr>
<td></td>
<td>CI 7057 The Role of Teachers in a Democratic</td>
<td>W + online</td>
<td>3:30 – 5</td>
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<td>Society</td>
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</table>

### Spring Semester

<table>
<thead>
<tr>
<th>Dates</th>
<th>Courses</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>All semester</td>
<td>SEC 6090 Student Teaching</td>
<td>M, T, W, Th, F</td>
<td>8 am – 4:30</td>
</tr>
<tr>
<td></td>
<td>SEC 7032 or 7033 Advanced Methods Mathematics or Science</td>
<td>T</td>
<td>4 – 5:20 and online</td>
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<tr>
<td></td>
<td>First 7 weeks</td>
<td>W + online</td>
<td>3:30 - 5</td>
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<tr>
<td></td>
<td>LLSLS 7014 Disciplinary Literacy in Secondary School</td>
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<td></td>
<td>Second 7 weeks</td>
<td>W + online</td>
<td>3:30 - 5</td>
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<tr>
<td></td>
<td>SPED 6001 Individuals with Exceptionalities</td>
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<tr>
<td></td>
<td>Additional content course work as needed</td>
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<td></td>
<td>(geometry for math)</td>
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</table>

* licensure class’s only credits do not count towards master’s degree

Remaining courses for master’s degree – CI 7001 Educational Research for Masters Students; Technology Elective; CI 7090 Masters Project in Curriculum & Instruction
C. Applying for your Teaching License

Four Steps of Expectations for Receiving your Ohio AYA License

1. Completion of the accredited program meeting the appropriate standards required by your content area’s professional organization.
   a. Content area Praxis II tests (please consult advisor for specific test codes)
   b. Principles of Learning and Teaching test, Grades 7 to 12 Test Code: 30524
3. Documentation of an up-dated (within 365 days) and clean BCI, FBI and TB results
   In person: CECH Student Services Center
   1110 One Edwards Center
   These must be submitted to ODE electronically through WebCheck.
   The UC Public Safety Office is a WebCheck facility located in Four Edwards Center. With a valid student ID, Public Safety will administer background checks. You may contact them for scheduling and administration costs at 513-556-4908. For information about WebCheck and a listing of additional locations to obtain background checks go to: [www.webcheck.ag.state.oh.us](http://www.webcheck.ag.state.oh.us).
4. A completed licensure application. This can be found at [http://www.cech.uc.edu/oaci/licensure_appl_information](http://www.cech.uc.edu/oaci/licensure_appl_information)
   The CECH Licensure Officer processes applications weekly and sends them to the Ohio Department of Education. Do not send your application directly to the Ohio Department of Education. It will be returned and cause a delay in the processing of your application. Questions regarding the application process can be directed to the Licensure Office at 513-556-0297.

Finishing the Master’s Degree
We anticipate Fellows and Scholars will complete their master’s degree during the 2013-2014 academic year. However, on an individual basis you may wait to complete the master’s degree at a different time, but then you should be aware of University policies on maintaining enrollment and time to degree completion and make sure they are in compliance with these policies.

Recommended completion schedule

**Fall 2012**
CI 7001 Educational Research for Masters Students 3 degree credits online

**Spring 2013**
CI 7090 Individual Masters Project: C & I 3 degree credits online

**Summer 2013**
CI 7002 Theories and Trend in Curriculum & Instruction 3 degree credits online
First Years Teaching and On-going Mentoring
During the first three years of teaching, structured online mentoring activities will take place. During these mentoring sessions, Fellows and Scholars will work in online learning communities to investigate aspects of their school community, teaching and learning needs and strategies, and on-going professional development. In addition to online mentoring, there will be two weekend retreats where all Fellows will come together to share the activities of their learning communities and engage in Fellow determined professional development experiences.

D. Standards and Accreditation

NCATE Accreditation
All Ohio teacher preparation programs respond to NCATE, Ohio’s teacher preparation accreditation agency. NCATE standards integrate with the professional organization standards in mathematics and science, and form the basis of the Ohio teacher preparation standards. The University of Cincinnati’s programs are designed to continuously assess and evaluate our progress on these standards leading to program reforms and improvements. Assessments for the NCATE standards are embedded throughout the course work and clinical experiences. Individual students do not pass or fail NCATE, rather the performance of all students in a particular content area are considered in aggregate and used to inform the program about the quality of preparation being provided to students. Below are links to the different professional organizations standards that are interwoven into the UC program. Individuals should take the opportunity to become familiar with the standards in their area and to self-assess their own progress on the standards as a form of personal professional development.

Ohio Teacher Preparation Standards can be found at:

NSTA (National Science Teacher Association) standards for teacher preparation can be found at:

NCTM (National Council of Teachers of Mathematics) standards for teacher preparation can be found at:
http://www.nctm.org/uploadedFiles/Math_Standards/NCTMSECONStandards.pdf

Ohio Academic Content Standards delineate the content that students need to learn at each grade band, therefore teachers must have content knowledge to teach these standards. The standard documents provide discussions of why and how these standards should be taught, as well as providing links to resources and information about student learning in the content area.

Mathematics – Ohio has accepted the common core mathematics standards that can be found at:
http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1704&Content=86689
E. Master’s Degree

The degree that is attached to UC’s Woodrow Wilson Fellows and Noyce Scholars program is a M.Ed. in Curriculum and Instruction. This is a 30 credit hour degree that is based around a core of set of classes, an area of specialization and a master’s project or thesis. It is assumed that the majority of Fellows will complete a master’s project, not thesis, so the information provided here is focused on projects. If a fellow is interested in completing a master’s thesis, he or she, should discuss this process with their advisor. The difference in a project or thesis has less to do with kind of quality of work, and more to do with processing and submission requirements at the graduate school level.

Core Courses

The table below details the CI master’s degree program that has been designed for these programs and how it meets each of the degree components.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 7001 Educational Research for Masters Students</td>
<td>Autumn 2013</td>
</tr>
<tr>
<td>CI 7090 Individual Masters Project: C &amp; I</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>CI 7002 Theories and Trend in Curriculum</td>
<td>Summer 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Specialization</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 785 Improving Instructional Effectiveness</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>EDST 737 Human Development Adolescents</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>CI 7057 Role of Teachers in a Democratic Society</td>
<td>Autumn 2012</td>
</tr>
<tr>
<td>CI 7003 Addressing Diversity in the Classroom</td>
<td>Autumn 2012</td>
</tr>
<tr>
<td>ENGR Applications of Mathematics in Engineering</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>TSCI Models and Applications Physical, Earth Systems, or Life</td>
<td>Summer 2012</td>
</tr>
</tbody>
</table>

Mathematics Licensing

<table>
<thead>
<tr>
<th>Mathematics Licensing</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 7032 Advanced Methods: Mathematics</td>
<td>Spring 2013</td>
</tr>
</tbody>
</table>

Science Licensing

<table>
<thead>
<tr>
<th>Science Licensing</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 7033 Advanced Methods: Science</td>
<td>Winter 2013</td>
</tr>
</tbody>
</table>

Master’s Project Guidelines and Assessment Rubric

The Master’s Project is an option for graduate students/practitioners who view the M.Ed. as a terminal degree. Projects should produce a tangible product such as a curriculum, literature review, CD/DVD, or action research study. The candidate should be able to explain how their project applied ideas or skills
learned in the program to the problem being addressed and why this approach is appropriate. The results of a project should be useful to the candidate and to others in the field. The objectives of the final Master’s Project are as follows:

- utilize research
- demonstrate reflective practice
- demonstrate pedagogical content knowledge
- understand role of educational context
- understand the influence of persistent issues or theoretical framework

In addition to these five items, oral and written communication will be evaluated.

**Master’s Project/Thesis Progress**

**Step 1:** Form a committee of two faculty members and submit a proposal that documents expected outcomes and an anticipated timeline. The proposal must include what type of project you plan to do. It is your responsibility, with assistance from your advisor, to arrange for an appropriate time and place for this meeting. Register for 3 to 6 credits of Individual Master's Project: Curriculum and Instruction (18-CI-7090). See appendix 4 for proposal hearing form.

**Step 2:** After completing your final project as described in your proposal, convene a formal Master’s Project Defense to review your project. It is your responsibility, with assistance from your advisor, to arrange for an appropriate time and place for this meeting. See appendix 5 for project defense form.

**Descriptions of Possible Master’s Project Topics:**

Below is a description of the 4 major categories of final projects. In each case, these projects need to include a reflective essay on how this project demonstrates that this candidate has met the objectives of this program.

- **Literature-Based Research:** A literature review reports in an organized way on the current status of literature-based knowledge about a topic. It requires a background, purpose or rationale for choosing that area, development of an argument, comparison of your argument to the literature that exists, and synthesis of what you learned.

- **Empirical-Based Research:** The basic difference between an Empirical Research project and a Literature or Library based research project is the gathering of data from human participants or actual settings. The purpose of empirical research is to create knowledge driven by research questions and unique settings, such as action research, case study research, replication studies, survey research, etc.

- **Curriculum Projects:** Projects within this category include the development of curriculum resources and materials for use in educational settings. These projects should include a review of literature or design document that establishes the need that this project addresses. The design document should also include a needs analysis, the underlying theoretical framework, a rationale for the media selected, and the proposed context of use. Some examples of curriculum...
projects include online course development, instructional software, training videos, and a set of lesson plans for a curricular unit.

- **Portfolio:** A portfolio is a critical selection and discussion of work that demonstrates your professional goals and progress in the program. It includes no more than four items that, together, reflect the program goals (e.g., revisions and refinements of course papers or projects), incorporating evidence of additional readings and experience as well as taking into consideration instructors’ comments and suggestions. It also includes an introductory statement that explains which papers (or other format) meet program goals. It also must include a culminating essay, which provides an opportunity to reflect on and synthesize the key issues, experiences, and products of one’s Master’s program. More than a chronicle of coursework, this essay should offer a well-constructed argument that focuses on conceptual and pedagogical connections related to teaching and learning.
The Final Master’s Project will be assessed as follows: Scores of 2 and higher are acceptable without revision

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0-1</th>
<th>2-3</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizes research literature</td>
<td>* has limited literature sources</td>
<td>* includes sources from a single perspective</td>
<td>* includes a range of types and perspectives of sources</td>
</tr>
<tr>
<td></td>
<td>* simply summarizes literature</td>
<td>* analyzes and applies research to the goals of the project (e.g.</td>
<td>* synthesizes and critiques research appropriately to the</td>
</tr>
<tr>
<td></td>
<td>* does not apply the literature appropriately</td>
<td>annotated bibliography)</td>
<td>goals of the project)</td>
</tr>
<tr>
<td>Demonstrates reflection</td>
<td>* written text is purely descriptive and does not demonstrate learning from experience</td>
<td>* written text describes and discusses impact of experiences on professional learning</td>
<td>* written text describes and analyzes impact of experiences on professional learning and projects future actions</td>
</tr>
<tr>
<td></td>
<td>* no connections made to program goals, research, or coursework</td>
<td>* connections are made to program goals, research, and course work</td>
<td>* connections synthesize and critique learning from program goals, research, and course work</td>
</tr>
<tr>
<td>Demonstrates pedagogical content knowledge</td>
<td>* lack of an attempt to identify pedagogy and its connection to content knowledge</td>
<td>* connections made between pedagogy and content knowledge</td>
<td>* synthesizes and critiques pedagogical content knowledge</td>
</tr>
<tr>
<td></td>
<td>* pedagogy is inappropriate to the content/instructional situation</td>
<td>* pedagogy is appropriate to the content/instructional situation</td>
<td>* pedagogy enhances learning for the content/instructional situation</td>
</tr>
<tr>
<td>Understands role of context</td>
<td>* context is not identified</td>
<td>* context is described and shows relevance to learning</td>
<td>* critique the impact and relevance of context on learning</td>
</tr>
<tr>
<td>Understands knowledge of persistent issue(s) or theoretical framework</td>
<td>* topic selected is not grounded in knowledge of persistent issue(s) or theoretical framework</td>
<td>* topic is grounded in knowledge of persistent issue(s) or theoretical framework</td>
<td>* topic is grounded in knowledge of persistent issue(s) or theoretical framework</td>
</tr>
<tr>
<td></td>
<td>* summary of issues, ideas, or theories</td>
<td>* discussion of issues, ideas, or theories as it relates to learning</td>
<td>* discussion synthesizes and critiques issues, ideas, and theories as it relates to learning</td>
</tr>
<tr>
<td>Project Presentation</td>
<td>* significant organization and design issues</td>
<td>* organization and design are sufficient</td>
<td>* organization and design enhances presentation</td>
</tr>
<tr>
<td></td>
<td>* lack of consistent format</td>
<td>* format is consistent and correct</td>
<td>* format is ready for public presentation</td>
</tr>
<tr>
<td></td>
<td>* presentation is distracting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### F. Required Forms List

**Woodrow Wilson Fellows**

<table>
<thead>
<tr>
<th>Form Title</th>
<th>Location</th>
<th>Date Due</th>
<th>Submit To</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quarter 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative Assessment Log 1</td>
<td>Handbook/Wikispace</td>
<td>9/14/12</td>
<td>Clinical Liaison</td>
</tr>
<tr>
<td>Collaborative Assessment Log 2</td>
<td>Handbook/Wikispace</td>
<td>10/5/12</td>
<td>Clinical Liaison</td>
</tr>
<tr>
<td>Collaborative Assessment Log 3</td>
<td>Handbook/Wikispace</td>
<td>10/26/12</td>
<td>Clinical Liaison</td>
</tr>
<tr>
<td>Quarter 1 Task List</td>
<td>Handbook/Wikispace</td>
<td>10/26/12</td>
<td>Clinical Liaison</td>
</tr>
<tr>
<td>Pre-service Goal Setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreement</td>
<td>Handbook/Wikispace</td>
<td>Turn in on day of last supervisor meeting</td>
<td>Supervisor &amp; Clinical Liaison</td>
</tr>
<tr>
<td><strong>Quarter 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative Assessment Log 1</td>
<td>Handbook/Wikispace</td>
<td>11/16/12</td>
<td>Clinical Liaison</td>
</tr>
<tr>
<td>Collaborative Assessment Log 2</td>
<td>Handbook/Wikispace</td>
<td>12/7/12</td>
<td>Clinical Liaison</td>
</tr>
<tr>
<td>Collaborative Assessment Log 3</td>
<td>Handbook/Wikispace</td>
<td>12/20/12</td>
<td>Clinical Liaison</td>
</tr>
<tr>
<td>Quarter 2 Task List</td>
<td>Handbook/Wikispace</td>
<td>12/20/12</td>
<td>Clinical Liaison</td>
</tr>
<tr>
<td>Professional resume</td>
<td>Examples on Wikispace</td>
<td>12/20/12</td>
<td>Clinical Liaison</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>Fellows</td>
<td>3 days before formal observation</td>
<td>Clinical Liaison, Mentor Teacher &amp; Supervisor</td>
</tr>
<tr>
<td>Pre-service Goal Setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreement</td>
<td>Handbook/Wikispace</td>
<td>Turn in on day of last supervisor meeting</td>
<td>Supervisor &amp; Clinical Liaison</td>
</tr>
<tr>
<td>Video Teaching</td>
<td>Fellows</td>
<td>12/20/12</td>
<td>Clinical Liaison</td>
</tr>
<tr>
<td>Quarter 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Collaborative Assessment Log 1</td>
<td>Handbook/Wikispace</td>
<td>1/11/13</td>
<td></td>
</tr>
<tr>
<td>Collaborative Assessment Log 2</td>
<td>Handbook/Wikispace</td>
<td>2/1/13</td>
<td></td>
</tr>
<tr>
<td>Collaborative Assessment Log 3</td>
<td>Handbook/Wikispace</td>
<td>2/22/13</td>
<td></td>
</tr>
<tr>
<td>Quarter 3 Task List</td>
<td>Handbook/Wikispace</td>
<td>3/22/13</td>
<td></td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>Fellows</td>
<td>3 days before formal observation</td>
<td></td>
</tr>
<tr>
<td>Pre-service Goal Setting Agreement</td>
<td>Handbook/Wikispace</td>
<td>Turn in on day of supervisor meeting</td>
<td></td>
</tr>
<tr>
<td>Video Teaching</td>
<td>Fellows</td>
<td>12/20/12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter 4</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Assessment Log 1</td>
<td>Handbook/Wikispace</td>
<td>3/22/13</td>
</tr>
<tr>
<td>Collaborative Assessment Log 2</td>
<td>Handbook/Wikispace</td>
<td>4/12/13</td>
</tr>
<tr>
<td>Collaborative Assessment Log 3</td>
<td>Handbook/Wikispace</td>
<td>5/10/13</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>Fellows</td>
<td>3 days before formal observation</td>
</tr>
<tr>
<td>Teacher Performance Assessment Portfolio</td>
<td>Wikispace</td>
<td>Program Director</td>
</tr>
<tr>
<td>Evaluation of University Supervisor Form</td>
<td>Website</td>
<td>5/17/13</td>
</tr>
<tr>
<td>Evaluation of Field Experience Site Form</td>
<td>Website</td>
<td>5/17/13</td>
</tr>
<tr>
<td>Educator Impact Rubric Form</td>
<td>Website</td>
<td>5/17/13</td>
</tr>
<tr>
<td>Woodrow Wilson Fellow Program Evaluation</td>
<td>Website</td>
<td>5/17/13</td>
</tr>
</tbody>
</table>

Wikispace website  [www.wikispaces.com](http://www.wikispaces.com)

APPENDICES

1. Collaborative Assessment Log (CAL)

2. Pre-Service Teacher Goal Setting Agreement

3. Quarter 1 Task List

4. Quarter 2 Task List

5. Quarter 3 Task List

6. Leading Students in a Problem Solving Episode

7. Science Safety Evaluation for Science Interns

8. Use of Instructional Technology Assignment
Woodrow Wilson Fellows & Noyce Scholars Program  
University of Cincinnati - CECH

<table>
<thead>
<tr>
<th>COLLABORATIVE LOG</th>
<th>Secondary: Math</th>
<th>Secondary: Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher:</td>
<td>Mentor:</td>
<td>University Supervisor:</td>
</tr>
<tr>
<td>Grade Level/Subject Area:</td>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Purpose of Today's Meeting (circle all that apply):</td>
<td>Instruction/Management</td>
<td>Modeling Lesson</td>
</tr>
<tr>
<td></td>
<td>Pre/Post Observation Meeting</td>
<td>Professional Goal Setting</td>
</tr>
<tr>
<td>Ohio Standards for the Teaching Profession:</td>
<td>WHAT'S WORKING</td>
<td>CURRENT FOCUS, CHALLENGES, CONCERNS</td>
</tr>
<tr>
<td>1 Teachers understand student learning and development, and respect the diversity of the students they teach.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Teachers know and understand the content area for which they have instructional responsibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Teachers plan and deliver effective instruction that advances the learning of each individual student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Teachers create learning environments that promote high levels of learning and achievement for all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Professional Responsibility and Growth: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT TEACHER'S NEXT STEPS</td>
<td>COOPERATING TEACHER'S NEXT STEPS</td>
<td></td>
</tr>
<tr>
<td>NEXT MEETING DATE:</td>
<td>FOCUS:</td>
<td></td>
</tr>
</tbody>
</table>
Pre-Service Teacher Goal Setting Agreement Page 1

Student Teacher: ___________________________  Cooperating Teacher: ___________________________  Date: _________________

Teaching Assignment: ________________________________________________________________

The student teacher, in consultation with the cooperating teacher and university-based 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, cooperating teacher and university supervisor should complete the goal setting plan.

| Self reflection: |
| Areas of strength: |
| Areas for Growth: |
Based upon your assessment of your strengths and area(s) for growth, identify 1-2 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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Teacher Signature: ___________________________________________________________ Date: ____________________

University Supervisor Signature: _________________________________________________ Date: ____________________

Cooperating Teacher Signature: __________________________________________________ Date: ____________________
# Woodrow Wilson Teaching Fellows

## Quarter 1 Required Task List

The following items are requirements for the Woodrow Wilson Teaching Fellows to be completed during their internship at their respective school.

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed</th>
<th>Progress Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know the name and particular educational needs of each student in their mentor’s classes by the end of the 2nd week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct, grade, and record any graded work in at least two of their mentor’s classes for the entire quarter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct an analysis of assessment outcomes (with the help of the mentor) for two learning units – including, HW, quizzes, class assignments and unit tests: reflect on the strengths and weakness of the class as a whole and three individual students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with mentor to co-plan all lessons – whether they are teaching or not.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow a class or small group of students through all their classes in one day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe another Fellow teaching a lesson segment, then discuss what was seen with all Fellows in the team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Teach at least one review lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach at least one lesson or lesson segment that involves students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in problem solving (see attached observation form).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach at least one lesson that introduces a new topic (see attached</td>
<td></td>
<td></td>
</tr>
<tr>
<td>observation form)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a 10-minute video of his/her teaching and watch it with a peer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or school team.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fellows Signature ___________________________ date ____________

Mentor Teacher Signature ___________________________ date ____________
Second Quarter Tasks for Woodrow Wilson Fellows

This task list is a minimum set of requirements for the Fellows to complete before the end of first semester. It is always possible for a Fellow to take on more responsibility if they are ready to do so, but this should be done in the form of a written addition signed by the Fellow, Mentor and Jennifer. The same is true for eliminating tasks on this list of replacing them, this is always possible as the needs of each Fellow, mentor and school may differ. But if a task is changed or eliminated, a written and signed agreement about this should be attached to this page. Please include the date completed and a brief description of what was done.

<table>
<thead>
<tr>
<th>Task</th>
<th>Date completed</th>
<th>Progress Notes/comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-planning all classes with mentor, focus on standards, rationale for learning activities and planning for management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking full teaching responsibility for at least one class by early November, including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- initial draft of FULL lesson plans to share with mentor for feedback before instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- designing formative and summative assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- grading work for the class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- preparing all instructional materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(This is a class that will be taught by the Fellow for the remainder of the year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Mentor Support</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Attend/participate in an extra-curricular activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat in the lunchroom with students once a week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet with the intervention specialist about modifying learning tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend an IEP meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and discuss assessments and student success on assessments with mentor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video tape teaching, select a 10 minute section to discuss with mentor and fellow school team</td>
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<tr>
<td>Teach unit plan developed for methods class, gather evidence of student learning and reflect on the impact of your instruction</td>
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<tr>
<td>Participate in parent conferences</td>
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<tr>
<td>Take on a full responsibility for a second class</td>
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</tr>
</tbody>
</table>

Mentors will continue to support Fellows in learning to plan and deliver instruction. This can include discussing rationales for instructional decisions, teaching a model lesson prior to the Fellow teaching the lesson. Mentors will also work with the Fellows to set high expectations for students, holding the students to these expectations and creating a respectful, but authoritative, teaching persona.

Fellows Signature ____________________________________________ date __________

Mentor Teacher Signature _________________________________________ date __________
### Third Quarter Tasks for Woodrow Wilson Fellows

This task list is a minimum set of requirements for the Fellows to complete before the end of third quarter.

If a task is changed or eliminated, a written and signed agreement about this should be attached to this page.

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed</th>
<th>Progress Notes/comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-planning all classes with mentor at a set time once a week. Focus on standards, rationale for learning activities and planning for management.</td>
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<tr>
<td>Continue taking full teaching responsibility for at least two (but preferably more) classes, including:</td>
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</tr>
<tr>
<td>• draft of FULL lesson plans to share with mentor for feedback before instruction</td>
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<tr>
<td>• designing formative and summative assessments</td>
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<tr>
<td>• grading work for the class</td>
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<tr>
<td>• preparing all instructional materials</td>
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<tr>
<td>Use a routine strategy daily for getting student attention and wait until <strong>everyone</strong> is quiet.</td>
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<tr>
<td>Write lesson plans on a lesson plan format template provided by your mentor teacher or UC supervisors.</td>
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<tr>
<td>Keep all lesson plans in a binder so that they are readily available for a substitute, administrator, mentor or supervisor.</td>
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<tr>
<td>Find out the diverse learning needs of students in special education programs and what modifications they need. Keep a list of these students and their modifications in your binder.</td>
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<tr>
<td>Practice using facial expressions, body language and proximity for classroom management.</td>
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<tr>
<td>Videotape teaching, select a 10-minute section to discuss with mentor.</td>
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<tr>
<td>Practice wait time when questioning.</td>
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<tr>
<td>Participate in parent conferences and contact parents when needed, both when positive messages need to be conveyed and when concerns arise.</td>
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</tr>
</tbody>
</table>

Mentors will continue to support Fellows in learning to plan and deliver instruction. This can include discussing rationales for instructional decisions, teaching a model lesson prior to the Fellow teaching the lesson. Mentors will also work with the Fellows to set high expectations for students, holding the students to these expectations and creating a respectful, but authoritative, teaching persona.

Fellows Signature  
Mentor Teacher Signature

<table>
<thead>
<tr>
<th>date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>date</th>
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</thead>
</table>
Leading Students in a Problem Solving Episode

Candidate Name

Semester/Year

School

University Supervisor

Cooperating Teacher

All Secondary Mathematics and Science Education candidates need to be assessed in the field leading students in a problem-solving episode. The instrument is to be completed by the mentor teacher and/or the university supervisor. This assessment can be based on multiple observations of the candidate over the student teaching time frame. It should be completed and submitted in the last week of March.

Summary of Evaluation

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment</th>
<th>Specific goals for improvement as needed</th>
<th>Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elicits students’ understanding of the problem space</td>
<td></td>
<td></td>
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<tr>
<td>Models appropriate problem solving strategies</td>
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<tr>
<td>Accepts/offers multiple solution routes</td>
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<tr>
<td>Provides encouragement</td>
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</tr>
</tbody>
</table>

Rating Description

Emerging: Little or no evidence or evidence of meeting standard below the minimum acceptable expectations of the program.

Basic: The candidate exhibits minimum to intermediate performance in relation to essential knowledge, skills or dispositions required by the standard. Provides basic but substantially convincing evidence of attainment that meets or moderately exceeds minimum expectations.

Professional: The candidate exhibits intermediate to advanced performance in relation to essential knowledge, skills or dispositions required by the standard. Provides convincing evidence of sound work, usually with multiple examples of achievement that substantially exceed minimum expectations and show excellence in performance.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Emerging (1-2 points)</th>
<th>Basic (3-4 points)</th>
<th>Professional (5-6 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. The candidate provides students the opportunity to explore and explain the problem</td>
<td>Problems are presented to the students in lists, or as assigned numbers but lack context or discussion Or Problems are too undefined and the candidate cannot clarify their purpose</td>
<td>Problems are connected to the concept being learned And A limited number of students are given opportunities to discuss the meaning of the problem</td>
<td>Problems are drawn for contexts of interest and importance to the students which encourages them to discuss the problems And The Candidate consistently set time aside for the students to discuss problem before beginning to solve them</td>
</tr>
<tr>
<td>H. The candidate “talks aloud” through strategies for solving problems with explanations of the candidates thinking</td>
<td>Problem solving steps maybe demonstrated but no reason for why they are used is given OR Problem solving steps are incorrect or lead to incorrect solution routes</td>
<td>The candidate prepares for problem solving by modeling/suggesting some problem solving steps (drawing a picture, working backwards, defining knowns …) AND The candidate explains why he/she selected a problem solving technique for a particular problem</td>
<td>The candidate encourages students to evaluate different problem solving strategies as they relate to specific problems</td>
</tr>
<tr>
<td>I. Candidate presents problems as having multiple solution routes and acknowledges students problem solving decisions</td>
<td>Candidate only accepts a standard or single way to solve a problem even if students offer another viable solution route OR Candidate does not question students to consider other possible ways to solve the problems.</td>
<td>The candidate uses problems complex enough to have multiple solution routes Or The candidate asks students if they can give another way to solve the problems AND The candidate listens to the students’ explanations of problem solving</td>
<td>The candidate consistently has students solve problems in more than one way And The candidate has the students evaluate different solution routes to the same problem</td>
</tr>
<tr>
<td>J. The candidate provides scaffolds for solving problems</td>
<td>Candidate does not help students to break a complex problem into smaller pieces Or Candidate makes negative comments if a student is unable to solve a problem</td>
<td>The candidate notices when students are stuck in a problem solving task and offers an appropriate suggestion to bridge the gap And The candidate gives students positive encouragement about their ability to solve complex problems</td>
<td>The candidate offers different support to students depending on the needs of the specific student or group of students And The candidate helps the student to evaluate their own problem solving successes and struggles</td>
</tr>
</tbody>
</table>
Science Safety Evaluation for Science Interns

Assessment #8 Assignment and Rubric

Fellow Name Semester/Year
School University Supervisor
Mentor Teacher

All Secondary Science Education candidates need to be assessed in the field providing appropriate safety instruction and following safety standards. The instrument is to be completed by the mentor teacher and/or the university supervisor. This assessment should be based on multiple observations of the candidate over the student teaching time frame. It should be completed and submitted in the first week of December, and the last week of March.

Summary of Science Teaching Evaluation Addendum

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment</th>
<th>Specific goals for improvement as needed</th>
<th>Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Legal and ethical</td>
<td></td>
<td></td>
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<tr>
<td>B. Chemical safety</td>
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<tr>
<td>C. Safety procedures/equip.</td>
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<td></td>
<td></td>
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<tr>
<td>D. Living organisms</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rating Description

Emerging: Little or no evidence or evidence of meeting standard below the minimum acceptable expectations of the program.

Basic: The candidate exhibits minimum to intermediate performance in relation to essential knowledge, skills or dispositions required by the standard. Provides basic but substantially convincing evidence of attainment that meets or moderately exceeds minimum expectations.

Professional: The candidate exhibits intermediate to advanced performance in relation to essential knowledge, skills or dispositions required by the standard. Provides convincing evidence of sound work, usually with multiple examples of achievement that substantially exceed minimum expectations and show excellence in performance.
<table>
<thead>
<tr>
<th><strong>Standard</strong></th>
<th><strong>Emerging (1-2 points)</strong></th>
<th><strong>Basic (3-4 points)</strong></th>
<th><strong>Professional (5-6 points)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G.</strong> The candidate practices legal and ethical responsibilities of science teachers for the welfare of their students. (NSTA 9a)</td>
<td>Does not provide instruction in specific to safety issues for particular activities or does follow the legal and ethical precedents for the welfare of students in the science classroom.</td>
<td>Provides safety directions and instructions that relate to the particular activity at hand and generally follows the legal and ethical precedents for the welfare of students in the science classroom.</td>
<td>Consistently provides clear, safety guidelines for all science activities and follows the legal and ethical precedents for the welfare of students in the science classroom and discusses reasons for such rules with students.</td>
</tr>
<tr>
<td><strong>H.</strong> The candidate practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction. (NSTA 9b)</td>
<td>Does not responsibly establish and follow procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials. OR MSDS file is not kept, readily available or currently maintained.</td>
<td>Establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials. AND Maintains an up-to-date and readily available MSDS file for all materials used in the classroom.</td>
<td>Establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials. AND Maintains an up-to-date and readily available MSDS file for all materials used in the classroom. AND Stays informed of potential hazards and legal concerns. Communicates them to other teachers to maintain a school environment free of potential problems.</td>
</tr>
<tr>
<td><strong>I.</strong> Candidate follows emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students. (NSTA 9c)</td>
<td>Does not responsibly plan, practice or enforce safety procedures in all activities in the classroom. OR Is unaware of actions to take during an emergency and to prevent or report an emergency. OR Fails to appropriately respond to hazardous situations once identified.</td>
<td>Plans, practices and enforces safety procedures in all activities in the classroom. AND Knows actions to take during an emergency and to prevent or report an emergency. AND Appropriately responds hazardous situations once identified.</td>
<td>Consistently plans, practices and enforces safety procedures in all activities in the classroom. AND Demonstrates in the classroom that safety is a priority in science. AND Takes action to prevent hazards and communicates needs and potential problems to administrators.</td>
</tr>
<tr>
<td><strong>J.</strong> Treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use. (NSTA 9d)</td>
<td>Does not responsibly attend to, obey or enforce rules for the safe, proper and ethical treatment of animals.</td>
<td>Attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals.</td>
<td>Consistently attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals. AND Discusses reasons for such rules with students.</td>
</tr>
</tbody>
</table>
Use of Instructional Technology Assignment

**Rationale:**
All Fellows must demonstrate their ability to identify, select, plan and use appropriate instructional technology to enhance student learning in their content area. This demonstration will be completed through an observation of the instruction and a written lesson plan.

Candidates must achieve a basic level on the rubric below.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment score</th>
<th>Specific goals for improvement as needed</th>
<th>Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identification and Selection</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>B. Instruction</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>C. Reflection on Impact</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### Observation rubric

**Fellow Name _________________________ Observer Name ________________________**

**Date of Observation**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Emerging (0-1)</th>
<th>Basic (2-3)</th>
<th>Professional (4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology identified and selected</td>
<td>Technology does not match the content to be taught</td>
<td>Technology can effectively be used to learn the content And The technology is used in the discipline And The technology is within the appropriate learning range of the students</td>
<td>The technology is used by professionals working in the discipline And The technology enhances the students understanding of the practices of professionals with in the discipline</td>
</tr>
<tr>
<td></td>
<td>Or technology is a general, not discipline specific tool</td>
<td>Or The technology is used in the discipline And The technology is within the appropriate learning range of the students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Or Technology is not appropriate to the grade/age/knowledge level of the students</td>
<td>Or The technology is within the appropriate learning range of the students</td>
<td></td>
</tr>
<tr>
<td>Instruction with technology</td>
<td>The candidate misuses or makes errors using the technology during instruction</td>
<td>The candidate correctly uses the technology during instruction Or The candidate provides adequate instructional support to the students for them to use the technology correctly</td>
<td>The candidate seamlessly integrates the technology into instruction Or The candidate provides clear instructional support for the students to allow them to use master the use of the technology</td>
</tr>
<tr>
<td></td>
<td>Or The candidate does not provide enough instructional support to the students for them to use the technology correctly</td>
<td>Or The candidate provides adequate instructional support to the students for them to use the technology correctly</td>
<td></td>
</tr>
<tr>
<td>Reflection on impact of instruction</td>
<td>The candidate is unable to identify misuses or inappropriate uses of the technology Or The candidate is unable to make suggestions for changes</td>
<td>The candidate is able to discuss the strengths and weaknesses of the technology for achieving the goals of the lesson And The candidate can offer at least one example of changes to improve future implementation</td>
<td>The candidate is able to discuss the impact of the technology on the students’ learning of the content And The candidate is able to discuss changes in implementation to better meet the needs of individual students</td>
</tr>
</tbody>
</table>

