University of Cincinnati Educator Preparation Programs

Candidate Handbook

Secondary Education

Transforming Lives, School, and Communities

Revised April 2016
Dear Candidate:

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

Welcome to the Secondary Education Program! This handbook has been written to acquaint all CECH Secondary Education majors with general and specific requirements concerning the Secondary Education (SEC) Program, and should be used by Secondary Education majors as a guide to the policies and procedures of the program from their freshman year through the conclusion of the program. The purpose of the SEC licensure program is to prepare committed, caring, and competent educators seeking an Ohio Adolescence to Young Adult (grades 7-12) subject-area teaching license. For questions regarding specific requirements not addressed in this book, candidates should meet with an academic advisor. Questions about the policies described in the handbook should be addressed to the coordinator of the SEC Program.

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

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

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

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

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

Candidates of the University of Cincinnati will:

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

Accreditation
The Educator Preparation Programs at the University of Cincinnati are accredited by the Council for the Accreditation of Educator Preparation (CAEP). In addition, the Secondary Education Program is approved by the National Council of Teachers of English (NCTE), the National Council of Teachers of Mathematics (NCTM), the National Science Teachers Association (NSTA), and the National Council for the Social Studies (NCSS).
F. BACKGROUND CHECK POLICIES

All teacher education preparation programs in the college require candidates to spend a significant amount of time working with adults and children in schools, clinics or other agencies. Consistent with professional obligations, the college must take reasonable care to protect the welfare of those with whom students in the College of Education, Criminal Justice, and Human Services come in contact. All CECH Licensure Programs require that any candidate who is involved in field placements involving children or youth (of any length or purpose) must provide evidence each year of their good moral and character standing.

Every year education majors are required to electronically complete the Background Check Process on the Office of Field Experiences website. This form contains three required elements:

1. Self-disclosure of criminal offenses
2. Federal Bureau of Investigation (FBI) background check (national level)
3. Bureau of Criminal Identification and Investigation (BCI) background check (Ohio level)

Failure to turn in these required documents will jeopardize your ability to meet program requirements and complete field experiences. Keep copies of all documents to present to school(s) and for your personal records.

FBI and BCI reports should be requested by students during the month of June of each year. Students will provide a scanned copy of the BCI report and FBI report as part of the online Background Check Process submitted to the Office of Field Experiences by August 1st of each academic year.

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

Information regarding how to request a BCI and FBI background check report is available in the appendix of this handbook.

COMPROMISED BACKGROUND REPORTS

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

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

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

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

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

The Licensure Council encourages candidates to hire lawyers to have the noted offenses 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.

G. APPLICATION AND ADMISSION TO PROFESSIONAL COHORT

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

- Minimum cumulative grade point average of 2.8 on a 4.0 scale
- Minimum grade point average of 2.8 in courses within their licensing content area
- Successful completion (grade of at least C) of prerequisite courses
- Submission of Background Check Process
  - Including submission of Federal Bureau of Investigation (FBI) background check
  - Including submission of Bureau of Criminal Investigation (BCI) background check
- ACT score of 22 or SAT score of at least 1000. Students with scores below these requirements will need to take the ETS Praxis Core.
  - Students should take this test no later than the Fall Semester of their sophomore year.
  - Praxis Core passing scores are: Reading, 156, Writing, 162, and Mathematics, 150.

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

Admission to the Masters Degree plus Licensure Program requires a minimum undergraduate GPA of 3.0 and a licensure content minimum GPA of 2.8. Other masters admission requirements can be found on the CECH website [http://cech.uc.edu/](http://cech.uc.edu/).

**Applying to the Professional Cohort**

Undergraduate students applying to the professional cohort must do the following:

1. Stay in contact with an academic advisor each semester
2. Attend a mandatory cohort application meeting in the Spring Semester prior to cohort application
3. Complete and submit a cohort application in January prior to cohort year

Graduate students accepted into the Masters Degree plus Licensure Program are simultaneously accepted into cohort but will need to submit additional information in order to participate in required field experiences.

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

**H. PROFESSIONAL COHORT FIELD EXPERIENCES**

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

Candidates will be placed:

- in at least one urban setting
- in the content area of licensure sought
• with experienced content-area-licensed mentors

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

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

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

Candidates are to:
• Keep an organized Professional Cohort Binder where all assignments and necessary forms are stored. This binder must be current at all times and available for the supervisor and/or mentor teacher to review
• Submit to the Office of Field Experiences your current Background Check Process, including electronic copies of FBI and BCI background checks. A copy of each of these documents should be kept in your Professional Cohort Binder.
• Keep a daily time sheet
• Complete a minimum of 70 hours in a 7-12 grade-level setting
• Attend the placement a minimum of two days a week; candidates may not fulfill their required practicum hours by being in the school setting only one day per week
• Attend the placement for the entire term; candidates may not fulfill their required practicum hours by compiling the 70 clock hours into a shortened number of weeks
• Engage in 8 lesson segments
• Teach 2 full lessons using co-designed lesson plans from mentor
• Demonstrate the committed, caring, and competent dispositions of educators

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

Practicum I is a credit course for candidates. Candidates receive a grade (A-C,F, or W) based on documented completion of the following items:
• Time sheet documenting a minimum of 70 hours in the school setting
• Complete and organized Professional Cohort Binder
• Lesson plans for both full lessons using UC template
• All observations completed by mentor teacher

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• All observations completed by university supervisor
• Completion of Pre-service Goal Setting Agreement
• All assignments required by the instructor of the seminar course

For Practicum I candidates not meeting each of these requirements, the Secondary Field Coordinator or Secondary Program Chair may develop an action plan. In some instances an “I” grade may be allowable at the conclusion of a field placement if the remediation plan will require time beyond the enrolled semester.

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

Candidates are to:
• Keep an organized Professional Cohort Binder where all assignments and necessary forms are stored. This binder must be current at all times and available for the supervisor and/or mentor teacher to review
• Submit to the Office of Field Experiences your current Background Check Process, including electronic copies of FBI and BCI background checks. A copy of each of these documents should be kept in your Professional Cohort Binder.
• Attend their placement site all week, Monday through Friday
• Participate in the same 3 placement site classes each day
• Arrive before the school day, remain after the school day, OR be present during plan bells in order to communicate effectively with the mentor teacher
• Submit lesson plans a minimum of 48 hours in advance of implementation and in accordance with the placement sites’ policies for lesson plan submission and/or the preference of the mentor.
• Engage in a minimum of 10 learning segments
• Teach a minimum of 7 full lessons
• Demonstrate the committed, caring, and competent dispositions of educators
• Follow the placement site’s academic calendar during their placements (candidates may have different holidays or breaks from university courses than those at their placement site.)

If the candidate has conflicts with this schedule, a written request for an amendment to the schedule can be submitted to the Secondary Field Coordinator. Requests sealed in an envelope should be delivered to the field coordinator by the end of the Spring semester prior to Practicum II. The Secondary Field Coordinator and Secondary Program Coordinator will review requests. Requests will be approved based on the following criteria:
• Requests are submitted in writing
• Conflict is due to university-scheduled course meeting times
• Courses are required for completion of the education program
• Courses are not offered at other times or during other semesters

Practicum II is designed to support candidates’ gradual transition toward student teaching. Candidates will accept more responsibility for instruction throughout Practicum II in accordance with the following
Placement Site Quarter 1
Candidates will be active participant observers in their mentors’ classes and school. They will work with their mentor to plan instruction, work with small groups of students, and prepare active learning experiences, but also take time to focus on listening and learning from the students. This first quarter also provides candidates with the opportunity to understand how schools are governed and organized, how classroom routines and procedures are established, and the relationship between students’ home lives, school lives, and school curriculum.

Placement Site Quarter 2
Candidates will take on more classroom responsibility including daily full class collaborative teaching instruction of one class using lessons co-planned with their mentors as part of Student Teaching I. By the end of the quarter, candidates should be comfortable planning lessons independent of their mentors in order to successfully transition into Student Teaching II.

The field experience is a credit course for candidates. Candidates receive a grade (A-C,F, or W) based on documented completion of the following items:

- Complete and organized Professional Cohort Binder
- Placement attendance and preparation
- Weekly color-coded lesson plans
- Lesson plans for all observations
- All observations completed by mentor teacher
- All observations completed by university supervisor
- Completion of Pre-service Goal Setting Agreement
- All assignments required by the instructor of the seminar course

For Practicum II and Student Teaching I candidates not meeting each of these requirements, the Secondary Field Coordinator or Secondary Program Chair may develop an action plan. In some instances an “I” grade may be allowable at the conclusion of a field placement if the remediation plan will require time beyond the enrolled semester.

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

Candidates are to:
- Keep an organized Professional Cohort Binder where all assignments and necessary forms are stored. This binder must be current at all times and available for the supervisor and/or mentor teacher to review.
- Attend their placement site all week, Monday through Friday
- Participate in the same 3 placement site classes each day
- Arrive before the school day, remain after the school day, OR be present during plan bells in order to communicate effectively with the mentor teacher
- Engage in the same responsibilities as teachers in the schools
- Expand their involvement in the placement learning community (i.e. participate in committee
work, do additional duties, attend team and staff meetings, conduct parent/teacher conferences, and participate in other school activities)

- Submit lesson plans a minimum of 48 hours in advance of implementation and in accordance with the placement sites’ policies for lesson plan submission and/or the preference of the mentor.
- This binder must be current at all times and available for the supervisor and/or mentor teacher to review.
- Demonstrate the committed, caring, and competent dispositions of educators
- Follow the placement site’s academic calendar during their placements (candidates may have different holidays or breaks from university courses than those at their placement site.)

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

**Placement Site Quarter 3 and 4**

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

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

- Complete and organized Professional Cohort Binder
- Placement attendance and preparation
- Lesson plans for all observations
- All observations by mentor teacher
- All observations by university supervisor
- All assignments required by the instructor of the seminar course

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

In all field experiences, the University Supervisor, seminar instructor (Practicum I, II, and Student Teaching I) and Secondary Field Coordinator determine the candidate’s grade in the field experience course.

### E. FIELD PLACEMENT POLICIES

The Office of Field Experiences is comprised of representatives who coordinate placements for each program. This office is responsible for building and maintaining community partnerships with area
schools, agencies, and stakeholders. The Secondary Field Coordinator works as part of the Office of Field Experiences and the Secondary Education Program to provide contact with schools and social agencies. These experiences are intended to give candidates the professional point of view and practical understanding that are essential to the preparation of effective teachers. Field experience placements provide a variety of settings in order to provide candidates with differing experiences that address grade level, licensure area, content area, and diversity.

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

When evidence emerges that a candidate threatens the physical, mental, or legal well-being of children or adults with whom he or she may interact, the college reserves the right to refuse to make field placement assignments for that candidate and/or to recommend that candidate for licensure. In addition, a candidate must demonstrate the ability to perform the responsibilities of a classroom educator in the following areas: cognitive and intellectual reasoning ability, communication skills, behaviors and social skills, physical capacity, and motor coordination and sensory skills. These expectations are outlined in the Technical Standards, which can be found in the appendix of this handbook. The college may terminate the candidate’s association with the program with appropriate efforts at counseling for alternate career goals. Decisions of this kind are made by the Program Coordinator in consultation with the Secondary Field Placement Coordinator.

Candidates may be denied enrollment in a field experience if there are concerns / reservations expressed by faculty regarding the candidate’s:
- preparedness to enroll in a field experience
- because of an evaluation that is unfavorable regarding the candidate’s disposition or negative evaluation in coursework

Students must register for appropriate courses, including field placement courses, each semester before reporting to their assigned placement. Only students registered in field placement courses are covered by liability insurance. For Fall Semester courses, students must be registered by August 1 as placements often begin in mid-August. Placements cannot begin if all required Background Check Process documentation has not been submitted to the Office of Field Experiences.

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

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

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

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

Absences
Personal illness or deaths in the immediate family are the only reasons for excused absences from the field. If one of these occurs, with as much advance notice as possible, you must notify by telephone both your mentor teacher and your university supervisor of your situation. Subsequently, as soon as possible, inform by telephone your mentor teacher and university supervisor when you are able to return to the classroom.
If a candidate’s absences exceed three days, the candidate must meet with the mentor teacher, the school principal (or his or her designee), and the university supervisor to discuss how to compensate for missing time. In situations where absences, late arrivals, or early departures are chronic or judged to be disruptive and detrimental to the education of the students in the mentor teacher’s classroom, the candidate may be removed from the field experience.

**E-mail Policy**
The Secondary Education program follows the university email policy. The University of Cincinnati uses electronic mail (e-mail.), as a means of communicating official University information to students: it is convenient, rapid, environmentally aware, and cost effective. The University of Cincinnati issues a UC e-mail address, a Bearcat Online e-mail account to all students, at no cost to the student. Be aware that this is the only email address that program faculty will use. Students are responsible for reading their e-mail on a frequent and regular basis, since some official communications may be time-sensitive. The University suggests that students access their Bearcat Online e-mail accounts daily.

The full University Email policy can be read at:
http://www.uc.edu/ucit/documents/student_e-mail_policy.pdf

**Social Networks**
Be aware that some pictures, groups, pages, and posts on MySpace, Facebook, or any social networking website can be viewed by others. The audience may include potential employers, parents and fellow teachers. Photos or comments on Facebook or other sites that would be embarrassing to the school in which you are placed may be grounds for removal from that placement. These include photos of you or others pictured on your site engaged in drinking, doing drugs, acting in a manner that might be considered lewd or sexually suggestive, or acting in a way that the school, district, or students' parents would find objectionable. Please recognize that this is true even if your friends have posted and labeled photos of you on their sites. Parents, students and district personnel frequently look at Facebook pages and search for names of teachers. You are considered a role model for students, and your behavior must be exemplary at all times.

**Candidate Transportation**
The candidate is responsible for his/her own transportation to/from the field school.

**Transportation of Minors**
The candidate is not permitted to provide transportation to adolescents.

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

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

**Liability Insurance**
Professional liability insurance is provided for all candidates involved in university-sanctioned activities. Teacher candidates are required to maintain contact with their university supervisors on a regular basis. In case of incidents or issues that arise in a placement, candidates need to contact their supervisor immediately.

**Intervention and Problem Solving in the Field**
Communication is the key among the participants in these field experiences. It is vital that any issues, concerns, or differences be resolved 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.

- Mentors and candidates should first discuss the concern or difference in person.
- The university supervisor may be contacted by either the mentor or the candidate if a resolution has not been reached.
- In the event of unresolved or continued patterns of concern, the Secondary Field Placement Coordinator should be contacted at dianna.greivenkamp@uc.edu or at 513-556-9136.

The mentor teacher and university supervisor evaluate candidates through observation forms and progress reports during the placement. The field coordinator and program chair review data collected. Any candidate whose data 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 appendices for a sample action plan form.

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**F. PROFESSIONAL COHORT FIELD ASSESSMENTS**

The completion of program and candidate evaluation information is important for the continuous improvement of the Secondary Education Program. This information is also used for reporting to accreditation agencies (CAEP), the Ohio Department of Education, and the Ohio Department of Higher Education.

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

**Forms Completed by Candidates**
These forms are distributed to the candidates via the UC website. It is the candidate’s responsibility to complete and submit the following items by the dates indicated on the website and in university courses.
• Goal Setting Agreement (Practicum I Only)
• CPAST Form (not applicable to Practicum I)
• Candidate Evaluation of University Supervisor
• Candidate Evaluation of Field Experience
• Candidate Evaluation of Secondary Education Program (Student Teaching II Only)

Forms Completed by Mentors
These forms are distributed to mentors via the UC website. Suggested dates for completion are included as well as contact information if question arise.
• Mentor Teacher Demographic Form
• CPAST Form (not applicable to Practicum I)
• University of Cincinnati Observation Forms
• Mentor Evaluation of the Program

Forms completed by UC Supervisors
These forms are distributed to UC supervisors via the UC website. It is the supervisor’s responsibility to complete and submit the following items by the date indicated on the website.
• Field Supervisor Information Form
• University Supervisor Evaluation of Placement Site Form
• CPAST form (not applicable to Practicum I)
• University of Cincinnati Observation Forms

Collaborative Assessment Logs (CALs)
The Collaborative Assessment Log (CAL) is an assessment tool that is useful in guiding mentoring conversations. During professional cohort field experiences, the mentor and the candidate are expected to collaboratively complete this form biweekly. This form must be submitted on Blackboard and shared with the university supervisor. This form can be found in the appendix, as well as on the Office of Field Experience website.

Formal Observations
Candidates are formally observed a minimum, of three times during each semester by their mentor teacher. In addition, candidates are also formally observed a minimum of three times each semester by their university supervisor. In order to provide candidates regular opportunities for feedback, mentors and supervisors should not base their formal observations on the same lesson. Following a debriefing with the mentor or supervisor, candidates should receive a copy of these observation forms to keep in the professional cohort binder they are required to maintain throughout the program.

Pre-Service Goal Setting Agreement
Based upon their reflection and assessment gleaned from observations teaching candidates, in collaboration with their mentor and university supervisor, Practicum I candidate’s use this tool to document areas of strength and areas for growth and to develop a plan to strengthen one or two of the areas for growth. This form is to be completed towards the end of the semester. This form must be submitted on Blackboard. A copy of the form can be found on the Office of Field Experiences web page and in the appendix of this handbook.

Candidate Preservice Assessment for Student Teachers Form (CPAST)
The CPAST Form is used during the Practicum II, Student Teaching I and Student Teaching II. It serves as a formative and summative assessment. The rubric includes two subscales: Pedagogy and Dispositions.

The Pedagogy subscale includes rows categorized into four sections:
- Planning for Instruction and Assessment
- Instructional Delivery
- Assessment
- Analysis of Teaching

The Dispositions subscale includes rows categorized into three sections:
- Professional Commitment and Behaviors
- Professional Relationships
- Critical Thinking and Reflective Practice

The performance rating scale includes four levels of performance:
- Exceeds Expectations (3)
- Meets Expectations (2)
- Emerging (1)
- Does Not Meet Expectations (0)

The form includes a Goals section that should guide the student teacher’s development for the remaining time in the student teaching practicum, and be used upon entry into the profession.

VARI-EPP must be submitted on Blackboard. A copy of the form can be found on the Office of Field Experiences web page.

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

**edTPA**
A Teacher Performance Assessment known as edTPA is required by the School of Education for all initial teacher licensure candidates. This means that all teacher candidates who are eligible for their first teaching license must complete the edTPA as part of their program at UC. In this assessment, candidates must demonstrate their ability to plan, instruct, and assess students as part of a 3-5 consecutive-day learning segment. More information about edTPA can be located at [edtpa.com](http://edtpa.com).

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**G. RESIGNATION AND TERMINATION FROM SECONDARY EDUCATION PROGRAM**

**Candidate Resignation From Program**
During professional cohort some teaching candidates reach a personal decision not to pursue the teaching profession. This can be a difficult decision to make. When a candidate has serious concern about the profession and their desire to continue in the program, we strongly suggest the candidate:
- Discuss the concerns with their academic adviser to determine available options.
• Discuss the concerns with program members (university supervisor, methods instructor, Field Coordinator, and/or Program Coordinator to determine available options)

Once a candidate has decided to exit the Secondary Education Program, the candidate must take the following steps:

• Notify the academic adviser
• Notify the Secondary Field Coordinator (the Field Coordinator will send official notice to the mentor teacher and university supervisor)
• Return all placement site IDs, keys, materials and resources to the Secondary Field Coordinator
• Refrain from any contact with placement site students and staff

Termination From Program
This process pertains to all licensure candidates at the University of Cincinnati.

Failed Field Experiences
All university personnel and students are guests in school sites. The host school personnel may request/require removal of a candidate in a clinical experience. A university licensure program may terminate a candidate’s participation in a clinical experience. Licensure program faculty must carry out any termination in a planned manner. Prior to termination, candidates, school-based mentor teachers and university-based supervisors are encouraged to engage in a problem-solving process and develop an action plan. The candidate, school-based mentor teacher, and university supervisor are all encouraged to be involved in the termination process. Placement termination may result in the candidate’s removal from the Program. Once a field experience has been terminated, the teaching candidate must immediately stop all contact with school personnel and students. In addition, all school IDs, keys, materials and resources must be returned to the Secondary Field Coordinator. The Field Coordinator will retrieve all of the teaching candidate’s personal items that were left at the placement site and coordinate an appropriate time for them to be retrieved.

The licensure program faculty will follow these procedures:

• If a candidate fails one field placement, the licensure program faculty may dismiss a candidate from the program.
• If a candidate does not meet the obligations of an action plan, the licensure program faculty may dismiss the candidate from the program.
• If a candidate is granted a second clinical placement after failing the first placement, 
  (1) the candidate must disclose to the principal at the second placement the issues that precipitated removal from the first placement. The Secondary Education Program Coordinator, Field Placement Coordinator, or a Content Area Methods Professor will attend this meeting with the candidate to ensure that this information has been accurately communicated.
  (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.

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

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

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

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

What constitutes immediate dismissal from the Secondary Education Program?
(CECH dismissal process will be followed)
• Failure to meet the requirements of a course-based or field-based action plan.
• Grade point average below: 2.8 in the licensing program or a 3.0 in the masters program
• Failure of program course

H. GRADUATION AND LICENSURE

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

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

Candidates must complete all requirements for licensure, which include:
• All course work with a qualifying GPA
• Ohio Assessments for Educators (OAE) examinations
• Successful completion of field experiences

Information on how to apply for licensure is available from the Office of Assessment and Continuous Improvement website. Students may not begin the process for applying for Licensure on the Ohio Department of Education the month of their graduation.

Students completing a teacher preparation program who successfully complete all licensure requirements are guaranteed recommendation for licensure if they apply to the Ohio Department of Education within 12 months of program completion. The University of Cincinnati will consider applications for licensure for up to 5 years past the program completion date, but after 12 months, candidates will be required to meet any new or modified state licensure and/or program-level requirements. This may include coursework, testing, and/or additional field work. Candidates who are applying more than 12 months past their program completion date should contact the licensure officer who will work with the appropriate program coordinator to determine what additional requirements must be met before a recommendation can be made. Students applying after the five year window will be considered on a case-by-case basis.

Graduating Without Licensure
Awarding a Bachelor of Science in Education without recommendation for licensure is a possible consequence, not an option, in the School of Education. It might be a consequence of an unsuccessful field experience or the consequence of discovering that teaching is an inappropriate career choice.
Candidates requesting to graduate with a Bachelor of Science in Education without licensure must file a petition. The following stipulations must be outlined in the petition.

1. The undergraduate student must complete a rigorous matrix of alternative requirements as designed by the degree program. Any alternate matric for the Bachelor of Science in Education must include university-wide general education requirements and a capstone experience. Students must have the required total number of credit hours to graduate.

2. If the student wishes to return at a later date to complete his or her student teaching, the student must petition to be allowed to return to the University of Cincinnati School of Education.

3. If the student is permitted to return to complete student teaching and pursue a teaching license, the student must comply with the licensure requirements that are in place at the time of his or her return.

4. If a student returns for a teaching license at a later date, the student must be matriculated in a graduate teacher education program.

Program advisors will develop individual programs of rigorous course work and experiences to replace the remaining licensure field experiences and courses. Methods courses and accompanying field experiences specifically tied to licensure have to be replaced with rigorous and appropriate coursework.

**Testing Requirements**
Ohio requires that applicants for initial teacher certification demonstrate a basic level of academic competency through testing programs. Unfortunately, the testing programs and requirements vary from state to state. Effective September 2013, candidates are seeking licensure are required to take the Ohio Assessments for Educators. The latest information about these tests are available on the web at: http://www.oh.nesinc.com/
**Handbook Terms**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Candidate</td>
<td>any student admitted to secondary cohort.</td>
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<tr>
<td>Field Experience</td>
<td>overarching name for all clinical field experiences in 7-12 area schools.</td>
</tr>
<tr>
<td>Practicum I</td>
<td>first field experience held a minimum of two days a week (approximately 2.5 hours each) all semester during Spring Semester.</td>
</tr>
<tr>
<td>Practicum II</td>
<td>second field experience held Monday through Friday all semester following a half-day teaching schedule from August to October of Fall Semester.</td>
</tr>
<tr>
<td>Professional Cohort</td>
<td>the final two years of the Secondary Education Program in which students complete co-requisite field experiences and coursework in order to prepare for the profession.</td>
</tr>
<tr>
<td>Student Teaching I</td>
<td>third field experience held Monday through Friday all semester following a half-day teaching schedule from October to December of Fall Semester.</td>
</tr>
<tr>
<td>Student Teaching II</td>
<td>fourth field experience held Monday through Friday all semester following a half-day teaching schedule during Spring Semester.</td>
</tr>
<tr>
<td>Mentor Teacher</td>
<td>teacher at the school working with a teaching candidate</td>
</tr>
<tr>
<td>University Supervisor</td>
<td>UC personnel supporting and evaluating candidates through observations; the first level of contact for school personnel and candidates</td>
</tr>
<tr>
<td>Lesson Segment</td>
<td>10 to 15 minutes of focused instruction for which the candidate is responsible (i.e. Opening class, reviews, one-on- one tutoring, content or assessment review, leading small group activity, closing activity)</td>
</tr>
<tr>
<td>Full Lesson</td>
<td>a structured lesson that is planned using the required UC template and is implemented instruction for the duration of one normal classroom period.</td>
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Frequently Asked Questions

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

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

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

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

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

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

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

A. Candidates may request a leave of absence in writing. Candidates who want to leave or end their program must follow specified procedures. Forms required to apply for a leave of absence are available in the Student Services Center. Due to the competitive nature of some licensure programs and resulting enrollment limits, program faculty members cannot guarantee the approval of a candidate's request for a leave of absence.

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

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

Q. **Will the University of Cincinnati award me a teaching license when I finish my Program?**

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

Q. **How does the initial licensure relate to the Master’s Degree?**

A. Candidates first qualify for an initial State of Ohio teaching license. Upon completion of the licensure phase of the program, candidates complete the remaining requirements for the M. Ed. degree. Some of the licensure coursework applies to meeting M. Ed. degree requirements.

Q. **What content courses must I finish before I can begin the Secondary Education Master’s + Licensure Program?**

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

Teacher education programs at the University of Cincinnati (UC) require that each candidate demonstrate the physical, cognitive, behavioral, social, and sensory/motor capacity to engage in all aspects of the professional education program, including course and field work, and to develop communication skills and dispositions required for educational professionals. The essential abilities required by UC’s School of Education are in the areas of cognitive/intellectual reasoning, communication, behavioral and social, physical capacity, motor coordination and sensory aspects of education. In the process of program completion, candidates will be required to learn, integrate, and apply large amounts of material and to interact with colleagues as well as students and their families on campus and in the field. These expectations are based on the School of Education’s Conceptual Framework, the Common Core Standards and/or Ohio State Content Standards, Ohio Standards for the Teaching Profession, licensure program standards and requirements, and Council for the Accreditation of Educator Preparation (CAEP). The candidate’s ability to meet these requirements will be monitored throughout the professional education program.

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

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

Cognitive and Intellectual Reasoning Ability
The candidate must demonstrate the ability to assimilate large amounts of detailed information, integrate that information and be capable of utilizing it for designing, planning, implementing and evaluating instruction as well as problem solving that addresses children’s academic and behavioral needs. He/she must be able to process information and demonstrate the ability to reason, comprehend, measure, calculate, analyze, memorize, organize and synthesize complex information. In order to be successful during experiences in the field and clinical settings, the candidate must perceive, understand and demonstrate the ability to act upon the complex interrelationship between educational theory taught in licensure courses and its practical applications in the field. With or without reasonable accommodations, a candidate must have sufficient conceptual, integrative, and quantitative abilities and skills to:

- Master relevant content necessary to teach subjects commonly offered in PreK-12 schools and pedagogical principles and their application in the field settings at a level deemed appropriate by licensure program faculty.
- Comprehend, memorize, calculate, analyze, integrate, and synthesize, material in a timely manner appropriate to the practice of teaching.
- Develop reasoning, problem-solving, and decision-making skills in a timely manner.
appropriate to the practice of teaching.

- Understand the concepts, tools of inquiry, (e.g. observations, documentation, interpretation), and structures of the discipline and create learning experiences that make these aspects of subjects or content-knowledge meaningful to students.
- Assimilate and apply complex information in the form of lectures, small group work, written materials, and field experiences.

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

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

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

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

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

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

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

With or without reasonable accommodations, a candidate must possess the behavioral and social abilities and dispositions to:

- Fully utilize intellectual abilities; exercise good judgment and show emotional stability; candidate must be of sound mind and in stable health.
- Organize time and materials, prioritize tasks, perform several tasks at once (multi-tasking), and adapt to changing situations at a level appropriate to the field of teaching.
- Provide high quality instruction with appropriate pacing, so that all students are consistently on task.
- Work calmly and demonstrate flexibility under stress (e.g. work under time constraints, concentrate in distracting situations, make sound subjective judgments, ensure safety, in emergencies, and accept constructive review of work from supervisors/faculty in a professional manner).
- Develop positive and mature relationships with colleagues and with students and their families, treating all individuals with respect, using tact and discretion and setting a positive and respectful tone in interactions with others.
- Display compassion, justice, empathy, integrity, responsibility, and the emotional capacity to handle the varying demands of the teacher’s job.
- Accurately perceive a wide range of interpersonal cues from others and respond appropriately.
- Exercise self-awareness and self-insight in relation to candidate’s own health, stress level, distraction and emotional state.
- Attend classes, field experiences, and other related events and be punctual.
- Communicate effectively, efficiently, and sensitively with colleagues and with students and families regardless of their race, gender, life-style, sexual orientation, and cultural or social backgrounds.

**Physical Capability**

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

With or without reasonable accommodations, a candidate must have sufficient physical ability, stamina, sense of vision and hearing to:
• Observe/participate in activities associated with teacher education, including but not limited to classroom demonstrations, lessons, classroom interactions, student assessment, classroom and student management, lesson planning and lesson implementation.
• Observe students accurately at a distance and close at hand; observation necessitates the functional use of senses of vision and hearing and is enhanced by senses of touch and smell.
• Observe students and all subtleties of students’ oral, written and non-verbal communications, in order to assess and develop communication and academic skills of students.
• Implement multiple teaching strategies/techniques used during instruction; analyze student work and engagement through multiple methods of appropriate assessment (e.g. written, oral, auditory, hands-on, kinesthetic, formal, informal, authentic, standardized, etc.) and manage a safe, predictable, positive classroom environment where all students are engaged in meaningful learning.
• Work a teacher’s contracted day and perform extended and additional duties of the classroom teacher such as parent conferences, open houses, and other assigned duties.
• Make use of the classroom space to facilitate different learning experiences.

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

With or without reasonable accommodations, a candidate must have sufficient fine and gross motor as well as sensory abilities to:
• Demonstrate computer and technological skills at a level consistent with successful course completion and expectations for a professional educator.
• Plan and implement instruction using a wide array of instructional materials and teaching resources e.g. math manipulatives, science instruments, art materials, audio-visual equipment etc.).

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

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

A candidate does not perform in a reasonably independent manner if reliance on an intermediary by a candidate is so extensive that a candidate’s own judgment must be mediated by someone else’s power of selection, observation, perception, or cognitive support. For, instance, relying on an intermediary to observe developmental milestones of student’s’ oral, written, or non-verbal communication is not acceptable and would alter the fundamental nature of the licensure programs.
Accommodation may involve an auxiliary aid or service, or academic adjustment but none that substitute for an essential technical skill or supplement pedagogical judgment. Candidate must be free of and not dependent on illicit drugs.
FBI/BCI Background Check Directions

The state of Ohio requires affirmation of the moral character and conduct of education students. Annual self-disclosure of criminal offenses as part of the Background Check Process is a requirement of all education majors and of students enrolled in education courses with a field component.

As part of the Background Check Process, all students in education courses must have FBI and BCI background checks completed during the month of June prior to beginning of each academic year.

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

The cost for a BCI check (Ohio) and a FBI check (national) at the University of Cincinnati Public Safety office is $66 (subject to change). Students may pay in cash, by personal check made payable to the University of Cincinnati or by credit card (Visa, Master Card, Discover). Paper reports are usually available from the Public Safety office in three to five days. However, demand may be high and completion of documents may take up to several weeks at peak periods. Please do not wait to take care of this procedure. It is the responsibility of students to submit the online Background Check Process to the Office of Field Experiences by August 1st. Failure to complete this process may jeopardize your ability to complete a field placement and meet program requirements. Make extra copies of all documents to present to the school(s) and for your personal records.

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

<table>
<thead>
<tr>
<th>Grade Level/Subject:</th>
<th>9th Grade Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context:</strong></td>
<td>What are you assuming students know already? What should they already know for this lesson? How has knowledge of your students’ prior learning, personal experiences and development guided your choice or design of learning tasks and materials? How will your plans for instruction build connections between your students’ prior knowledge and new knowledge?</td>
</tr>
<tr>
<td><strong>Standards:</strong></td>
<td>Ohio Department of Education, District Standards or Common Core Standards</td>
</tr>
<tr>
<td><strong>Concept Addressed:</strong></td>
<td>What is the big idea you are attempting to teach? What is your justification or rational for this lesson? How is this justification related to the overarching concept?</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>The specific outcomes of this lesson. These are usually stated as “The learner will be able to: and then bulleted outcomes that correlate to the standards for your particular content area.</td>
</tr>
<tr>
<td><strong>Academic Language:</strong></td>
<td>What are the academic language demands of this lesson (language function, vocabulary, discourse and syntax)?</td>
</tr>
<tr>
<td><strong>Learning Strategies:</strong></td>
<td>What learning strategies will support student learning?</td>
</tr>
<tr>
<td><strong>Materials Needed:</strong></td>
<td>List all materials that you will need. Provide enough detail that another teacher could teach your lesson.</td>
</tr>
<tr>
<td><strong>Instructional Outline:</strong></td>
<td>Outline the steps you will take to teach this lesson. Indicate the various segments or phases (e.g., warm-up activity to engage student interest), with the different phases involving different configurations of people (e.g., small group activity followed by whole-class discussion). Set off the phases or segments within the lesson according to the amount of time anticipated for completing them. Provide a clear explanation of what will happen within each segment (e.g., the specific wording of prompts, the questions that will prompt discussion). Describe how transitions from one segment to another will be made.</td>
</tr>
<tr>
<td><strong>Accommodations/Modifications:</strong></td>
<td>What accommodations or modification will you make to meet IEP and 504 Plan requirements? What adaptations will you make for students with unique needs (e.g., English language learners, struggling students, gifted and talented students and others)?</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>Describe how you will determine if your students have met the objectives of your lesson? Describe both your formative and summative assessments.</td>
</tr>
</tbody>
</table>
Analyzing Teaching: Reflect on your experiences teaching this lesson. Consider what you have learned about your teaching and the learning of your students. Propose changes that would have better supported the learning of your diverse students (e.g., what worked? what didn’t? for whom? why?). What is your evidence? If you could teach these lessons to the same group of students again, what are two or three things you would do differently to improve the learning of these students based on their varied needs and characteristics? Consider missed opportunities and other aspects of planning, instruction and/or assessment.
Lesson Plan Format: Secondary Education
Modifications may be made by program faculty

<table>
<thead>
<tr>
<th>Grade level/subject</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Context description</td>
<td></td>
</tr>
<tr>
<td>Standards meet</td>
<td></td>
</tr>
<tr>
<td>Concept addressed</td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>The students will be able to:</td>
</tr>
<tr>
<td>Academic language</td>
<td></td>
</tr>
<tr>
<td>Learning strategies</td>
<td></td>
</tr>
<tr>
<td>Materials needed</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional outline**

<table>
<thead>
<tr>
<th>Engage/Introduction/Hook</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Instructional sequence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segment 1:</td>
</tr>
<tr>
<td>Transition 1:</td>
</tr>
<tr>
<td>Segment 2:</td>
</tr>
<tr>
<td>Transition 2:</td>
</tr>
<tr>
<td>Segment 3:</td>
</tr>
<tr>
<td>Transition</td>
</tr>
<tr>
<td>Add more as needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closure</th>
</tr>
</thead>
</table>

**Accommodations & Modifications**

**Assessments of learning**

<table>
<thead>
<tr>
<th>Formative assessments:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Summative assessments:</th>
</tr>
</thead>
</table>

**Analyzing teaching**
Pre-Service Teacher Goal Setting Agreement

Student Teacher: ______________________  Mentor Teacher: ______________________

Date: ___________

Teaching Assignment: __________________________________________________________

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

<table>
<thead>
<tr>
<th>Self-Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas of strength:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas for Growth:</th>
</tr>
</thead>
</table>
Pre-Service Teacher Goal Setting Agreement (Cont’d)

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

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

Student Teacher Signature: ____________________________
Date: ____________________

University Supervisor Signature: ____________________________
Date: ____________________

Cooperating Teacher Signature: ____________________________
Date: ____________________
## Candidate Preservice Assessment for Student Teachers (CPAST)

**Student Teaching Form: SPRING 2016**

Rubric and assignments may not be shared without permission

- **Pedagogy** Evaluation
- **Dispositions** Evaluation
- **Goals**

### Pedagogy

<table>
<thead>
<tr>
<th>Pedagogy Evaluation</th>
<th>Alignment</th>
<th>Dispositions Evaluation</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning for Instruction and Assessment</strong></td>
<td></td>
<td><strong>Professional Commitment and Behaviors</strong></td>
<td></td>
</tr>
<tr>
<td>A. Focus for Learning: Standards and Objectives/Targets</td>
<td>OSTP 4.1</td>
<td>A. Participates in Professional Development</td>
<td>OSTP 7.2</td>
</tr>
<tr>
<td></td>
<td>InTASC 7a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OSTP 4.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>InTASC 7b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OSTP 2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>InTASC 6b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OSTP 4.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>InTASC 2c</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Delivery</strong></td>
<td></td>
<td><strong>Critical Thinking and Reflective Practice</strong></td>
<td></td>
</tr>
<tr>
<td>E. Learning Target and Directions</td>
<td>OSTP 4.3</td>
<td>F. Collaboration</td>
<td>OSTP 6.3</td>
</tr>
<tr>
<td></td>
<td>InTASC 7c</td>
<td></td>
<td>InTASC 10b</td>
</tr>
<tr>
<td>F. Critical Thinking</td>
<td>OSTP 4.6</td>
<td>G. Advocacy to Meet the Needs of Learners or for the Teaching Profession</td>
<td>OSTP 6.3</td>
</tr>
<tr>
<td></td>
<td>InTASC 5d</td>
<td></td>
<td>InTASC 10j</td>
</tr>
<tr>
<td>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</td>
<td>OSTP 3.2</td>
<td>H. Responds Positively to Constructive Criticism</td>
<td>InTASC 9n</td>
</tr>
<tr>
<td></td>
<td>InTASC 8b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Digital Tools and Resources</td>
<td>OSTP 4.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CAEP 1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Safe and Respectful Learning Environment</td>
<td>OSTP 5.1, 5.2, 5.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>InTASC 3d</td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Data-Guided Instruction</td>
<td>OSTP 3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>InTASC 6c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. Feedback to Learners</td>
<td>OSTP 3.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>InTASC 6d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. Assessment Techniques</td>
<td>OSTP: 3.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>InTASC 7d</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Analysis of Teaching</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Connections to Research and Theory</td>
<td>OSTP: 4.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CAEP 1.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pedagogy Evaluation

Student Teacher: ________________________________________

University Supervisor: ________________________________________

Cooperating Teacher/s: ______________________________________

Semester: ________________ Date: __________________________

Directions – The form will be used twice during the course of the term and will be provided by the Program Coordinator to the University Supervisor, Cooperating Teacher, and Student Teacher.

Each member of the team (Cooperating Teacher, University Supervisor, and Student Teacher) must:

1) Completes the evaluation in week 5 or 6 (Mid-term) of the student teaching experience AND in week 13 or 14 (Final)

2) Brings the completed form to the mid-term and final 3-way conference

At the Mid-term 3-way conference:

1) Goals are set for the remainder of the student teaching experience

2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

At the Final 3-way conference:

1) Suggestions and comments are made to assist in the transition to teaching role

2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the “Glossary” and the “Look Fors” document.

<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Focus for Learning: Standards and Objectives</td>
<td>Plans align to appropriate Ohio Learning Standards</td>
<td>Plans align to appropriate Ohio Learning Standards</td>
<td>Plans align to appropriate Ohio Learning Standards</td>
<td>Plans do not align to the appropriate Ohio Learning Standards</td>
</tr>
<tr>
<td>AND Goals are measurable</td>
<td>AND Goals are measurable</td>
<td>AND Goals are measurable</td>
<td>AND Goals are absent or not measurable</td>
<td></td>
</tr>
<tr>
<td>AND Standards, objectives/targets, and learning tasks are consistently aligned with each other</td>
<td>AND Standards, objectives/targets, and learning tasks are consistently aligned with each other</td>
<td>AND Standards, objectives/targets, and learning tasks are consistently aligned with each other</td>
<td>AND Standards, objectives/targets, and learning tasks, are loosely or are not consistently aligned with each other</td>
<td></td>
</tr>
<tr>
<td>AND Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area</td>
<td>AND Articulates objectives/targets that are appropriate for learners</td>
<td>AND Articulates objectives/targets that are appropriate for learners</td>
<td>AND Articulates some objectives/targets that are appropriate for learners</td>
<td></td>
</tr>
<tr>
<td>B. Materials and Resources</td>
<td>Uses a variety of materials and resources that</td>
<td>Uses a variety of materials and resources that</td>
<td>Uses materials and resources that align with some of the objectives/targets</td>
<td>Materials and resources do not align with objectives/targets</td>
</tr>
<tr>
<td>1. Align with all objectives/targets</td>
<td>2. Make content relevant to learners</td>
<td>3. Encourage individualization of learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Assessment</td>
<td>Plans a variety of assessments that</td>
<td>Plans a variety of assessments that</td>
<td>Planned assessments</td>
<td>Planned assessments</td>
</tr>
<tr>
<td>of P-12 Learning</td>
<td>1. Provide opportunities for learners of varying abilities to illustrate competence (whole class) 2. Align with the Ohio Learning Standards 3. Are culturally relevant and draw from learners’ funds of knowledge 4. Promote learner growth</td>
<td>1. Provide opportunities for learners to illustrate competence (whole class) 2. Align with the Ohio Learning Standards 3. Are culturally relevant and draw from learners’ funds of knowledge</td>
<td>1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the Ohio Learning Standards</td>
<td>1. Are not included OR 2. Do not align with the Ohio Learning Standards</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>D. Differentiated Methods</strong></td>
<td>Lessons make meaningful and culturally relevant connections to 1. Learners’ prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners</td>
<td>Lessons make clear and coherent connections to 1. Learners’ prior knowledge 2. Previous lessons 3. Future learning AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible and relevant for learners</td>
<td>Lessons make an attempt to build on, but are not completely successful at connecting to 1. Learners’ prior knowledge, 2. Previous lessons, OR future learning AND Differentiation of instruction is minimal AND Organizes instruction to ensure content is comprehensible for learners</td>
<td>Lessons do not build on or connect to learners’ prior knowledge AND/OR Explanations given are illogical or inaccurate as to how the content connects to previous and future learning AND/OR Differentiation of instruction is absent</td>
</tr>
<tr>
<td><strong>E. Learning Target and Directions</strong></td>
<td>Articulates accurate and coherent learning targets AND Articulates accurate directions/explanations throughout the lesson AND Sequence learning experiences appropriately</td>
<td>Articulates an accurate learning target AND Articulates accurate directions/explanations AND Sequence learning experiences appropriately</td>
<td>Articulates an inaccurate learning target AND/OR Articulates inaccurate directions/explanations</td>
<td>Does not articulate the learning target OR Does not articulate directions/explanations</td>
</tr>
<tr>
<td><strong>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</strong></td>
<td>Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)</td>
<td>Checks for understanding (whole class/group) during lessons using formative assessment AND Differentiates through adjustments to instruction (whole class/group)</td>
<td>Inconsistently checks for understanding during lessons using formative assessment AND Adjusts instruction accordingly, but adjustments may cause additional confusion</td>
<td>Does not check for understanding during lessons using formative assessment OR Does not make any adjustments based on learners’ responses</td>
</tr>
<tr>
<td>H. Digital Tools and Resources</td>
<td>Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. Extend learners’ understanding of concepts</td>
<td>Discusses AND uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills</td>
<td>Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson AND Technology is not available</td>
<td>One of the following: A. Does not use technologies (digital tools and resources) AND Technology is available in the setting OR B. Use of technologies is not relevant to the learning objectives/ targets of the lesson OR C. Does not discuss technologies AND Technology is not available in the setting</td>
</tr>
<tr>
<td>I. Safe and Respectful Learning Environment</td>
<td>Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners’ attention (individual and whole group)</td>
<td>Manages a safe and respectful learning environment through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners’ attention (individual and whole group)</td>
<td>Attempts to manage a safe learning environment through the use of routines and transitions AND/OR Attempts to establish constructive relationships to engage learners AND/OR Attempts to use constructive strategies to maintain learners’ attention (individual and whole group)</td>
<td>Does not manage a safe learning environment OR Does not establish constructive relationships to engage learners OR Does not use constructive strategies to maintain learners’ attention (individual and whole group)</td>
</tr>
<tr>
<td>J. Data-Guided Instruction</td>
<td>Uses data-informed decisions (trends and patterns) to set short and long term goals for future instruction and assessment AND Uses contemporary tools for learner data record-keeping and analysis</td>
<td>Uses data-informed decisions to design instruction and assessment AND Uses contemporary tools for learner data record-keeping</td>
<td>Uses minimal data to design instruction and assessment</td>
<td>Does not use data to design instruction and assessment</td>
</tr>
<tr>
<td>K. Feedback to Learners</td>
<td>Provides feedback that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is individualized</td>
<td>Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 2. Is comprehensible 3. Is descriptive</td>
<td>Provides minimal feedback that 1. Enables learners to recognize strengths OR areas for improvement</td>
<td>Does not provide feedback OR Feedback does not enable learners to recognize strengths OR areas for improvement</td>
</tr>
<tr>
<td><strong>AND</strong> Provides timely <strong>feedback</strong>, guiding learners on how to use feedback to monitor their own progress</td>
<td><strong>AND</strong> Provides <strong>timely feedback</strong></td>
<td><strong>Feedback</strong> is provided in a somewhat timely fashion</td>
<td>OR <strong>Feedback</strong> is <strong>not provided</strong> in a timely fashion</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
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<td></td>
</tr>
</tbody>
</table>
| **L. Assessment Techniques** | Evaluates and supports learning through **assessment techniques** that are  
1. Developmentally appropriate  
2. Formative AND **summative**  
3. **Diagnostic**  
4. Varied | Evaluates and supports learning through **assessment techniques** that are  
1. Developmentally appropriate  
2. Formative AND **summative** | **Assessment techniques** are  
1. Developmentally **appropriate**  
2. Formative **OR summative** |
|  |  |  | **Assessment techniques** are  
1. Developmentally **inappropriate**  
OR **Not used** |
Professional Dispositions Evaluation

What are dispositions? The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards, p. 6.)

What else should a teacher candidate know? It is the student teacher’s responsibility to **ask** clarifying questions as well as **demonstrate** the expected dispositional behaviors. REMEMBER: Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Participates in Professional Development (PD)</td>
<td>Participates in at least one <strong>professional development</strong> opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization) <strong>AND</strong> Provides evidence of an increased understanding of the teaching profession as a result of the PD <strong>AND</strong> **Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching</td>
<td>Participates in at least one <strong>professional development</strong> opportunity (e.g. workshop, seminar, attending a professional conference) <strong>AND</strong> Provides evidence of an increased understanding of the teaching profession as a result of the PD</td>
<td>Participates in at least one <strong>professional development</strong> opportunity (e.g. workshop, seminar, attending a professional conference)</td>
<td>Does not participate in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)</td>
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<tr>
<td>B. Demonstrates Effective Communication with Parents or Legal Guardians</td>
<td>Provides evidence of <strong>communication with parents or legal guardians</strong> in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) <strong>AND</strong> Provides information about P-12 learning to <strong>parents or legal guardians</strong> to promote</td>
<td>Provides evidence of <strong>communication with parents or legal guardians</strong> in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) <strong>AND</strong> Provides information about P-12</td>
<td>Provides evidence of <strong>communication with parents or legal guardians</strong> in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</td>
<td>Does not provide evidence of communication with parents or legal guardians</td>
</tr>
<tr>
<td>Item</td>
<td>Exceeds Expectations (3 points)</td>
<td>Meets Expectations (2 points)</td>
<td>Emerging (1 point)</td>
<td>Does Not Meet Expectations (0 points)</td>
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<tr>
<td>C. Demonstrates Punctuality</td>
<td>understanding and academic progress AND Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g., exchange of email, face-to-face discussion, etc.)</td>
<td>learning to parents or legal guardians to promote understanding and academic progress</td>
<td>Inconsistently reports on time for daily student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td>Does not report on time for student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</td>
</tr>
<tr>
<td>D. Meets Deadlines and Obligations</td>
<td>Reports on time or early for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td>Reports on time for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td>Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor</td>
<td>Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor AND/OR Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND/OR Does not provide directions and lessons for substitutes</td>
</tr>
<tr>
<td>E. Preparation</td>
<td>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized AND Prepared for the unexpected and flexible</td>
<td>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized</td>
<td>Not consistently prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are easily accessible OR organized</td>
<td>Not prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are not organized NOR easily accessible</td>
</tr>
<tr>
<td>F. Collaboration</td>
<td>Demonstrates collaborative relationships with cooperating teacher AND/OR members of the</td>
<td>Demonstrates collaborative relationships with cooperating</td>
<td>Demonstrates collaborative relationships with cooperating</td>
<td>Does not demonstrate collaborative relationships with</td>
</tr>
</tbody>
</table>
## Goals for Improvement: Pedagogy and Dispositions

Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify three specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher.

As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

<table>
<thead>
<tr>
<th>Goals for Improvement: Pedagogy and Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify three specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher. As part of the final summary evaluation, goals for the Resident Educator Program should be identified.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G. <strong>Advocacy</strong> to Meet the Needs of Learners or for the Teaching Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes and articulates specific areas in need of <strong>advocacy</strong>, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the <strong>teaching profession</strong> (e.g. technology integration, research-based practices) AND Takes action(s) based upon identified needs, while following district protocols</td>
</tr>
<tr>
<td>Recognizes and articulates specific areas in need of <strong>advocacy</strong>, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the <strong>teaching profession</strong> (e.g. technology integration, research-based practices)</td>
</tr>
<tr>
<td>Recognizes areas in need of <strong>advocacy</strong>, but cannot articulate the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the <strong>teaching profession</strong> (e.g. technology integration, research-based practices)</td>
</tr>
<tr>
<td>Does not recognize areas in need of <strong>advocacy</strong>, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the <strong>teaching profession</strong> (e.g. technology integration, research-based practices)</td>
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<tr>
<th>Critical Thinking and Reflective Practice</th>
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<tbody>
<tr>
<td>Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice AND Proactively seeks opportunities for feedback from other professionals</td>
</tr>
<tr>
<td>Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice</td>
</tr>
<tr>
<td>Is receptive to feedback, constructive criticism, and supervision AND/OR Incorporates feedback inconsistently</td>
</tr>
<tr>
<td>Is not receptive to feedback, constructive criticism, and supervision AND/OR Does not incorporate feedback</td>
</tr>
</tbody>
</table>

**What went well? Areas of strength?**

**Possible opportunities for growth**
<table>
<thead>
<tr>
<th>Connection to 3-way form</th>
<th>Goal (must have a minimum of one goal) with Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. Assessment: Feedback to Learners</td>
<td>I will focus on providing specific (not general) feedback to individuals and to groups – with a focus on task and process. I will focus on “quick and quiet” feedback. I will prepare feedback ahead of time using data</td>
</tr>
</tbody>
</table>

1.  
2.  

Comments
Glossary of Terms

Advocacy: Any action within professional boundaries that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other ideas.

Analysis: Careful and critical examination of data and/or processes to identify key components and potential outcomes.

Assessment: “Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement.”¹

Contemporary Tools: Electronic/digital record-keeping tools such as an online gradebook and progress monitoring systems, spreadsheet software, etc.

Cooperating Teachers: (Also known as “mentor teachers”) Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.

Critical Thinking: Refers to the “kind of thinking involved in problem solving” and includes an ability to “examine assumptions, discern hidden values, evaluate evidence, and assesses conclusions.”²

Culturally Relevant: Incorporating the tenets of culturally relevant/responsive teaching (i.e., “teachers create a bridge between students’ home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology.”).³

Data-informed decisions: “Focuses on using student assessment data and relevant background information to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels.”⁴

Developmental Theory (General): Theories that describe the stages of development of children/adolescents (e.g., Erikson’s Theory of Psychosocial Development, Kohlberg’s Theory of Moral Development, Piaget’s Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories).

Developmental Theory (Content-Specific): Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next.⁵

Diagnostic Assessment: (Also known as “pre-assessment”) “Involves the gathering and careful evaluation of detailed data using students’ knowledge and skills in a given learning area.”⁶

Differentiation of Instruction: “To respond to variance among learners” (e.g., learners with exceptional needs, second language learners, gifted learners) by modifying “content, and/or process, and/or products, and/or the learning environment” according to learners’ “readiness, interest, or learning profile.”⁷

Digital Tools: Technologies that enable learners to engage with the teacher and/or content on an individual level. Examples: SMART Boards, learner response systems (i.e., clickers), and computers, tablets, etc.

Evidence: Artifacts that document and demonstrate how [the student teacher] planned and implemented instruction⁸

Feedback: “Information communicated to the learner that is intended to modify the learner’s thinking or behavior for the purpose of improving learning.”⁹

Formative Assessment: “Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to improve learner achievement.”¹¹

Fosters: To promote the growth or development of, encourage.¹⁰

Funds of Knowledge: “Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being.”¹¹

Goals: See definition for “Measurable Goals.”

Learner: Any P-12 student in the student teacher’s classroom.

Learning Environment: Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.

Look For’s Document: A document accompanying this form containing a non-exhaustive list to describe examples of the qualities and behaviors a student teacher is expected to demonstrate for a given level of performance.

Measurable Goals: “Provides information for describing, assessing, and evaluating student achievement.”¹²

Mentor Teachers: See definition for “Cooperating Teachers.”

² http://sites.harvard.edu/fs/docs/icb.topic265890.files/Critical_Thinking_File/06_CT_Extended_Definition.pdf
³ http://www.learnnc.org/lp/pages/4474#note1
⁴ http://www.cirm.org/earl/dddm.cfm#A
¹⁰ Merriam Webster Dictionary (http://www.merriam-webster.com/dictionary/foster)
¹² https://education.alberta.ca/media/525540/pp7.pdf
**Objectives/Targets:** P12 student (learner) learning outcomes to be achieved by the end of the lesson or learning segment.  

**Ohio Learning Standards:** Clearly defined statements and/or illustrations of what all learners, teachers, schools and districts are expected to know and be able to do,” as determined by the Ohio Department of Education. Standards can include content standards, performance standards, and operating standards. **Content Standards** describe the knowledge and skills that students should attain, often called the “what” of "what students should know and be able to do." **Performance Standards** are concrete statements of how well students must learn what is set out in the content standards, often called the "be able to do". Finally, **operating Standards** describe the conditions for learning.

**Ohio Standards for the Teaching Profession (OSTP):** "The Ohio Standards for the Teaching Profession were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as educators throughout all of the stages of their careers. In the Standards for the Teaching Profession, seven standards are delineated under three larger organizers. Each of the seven Standards is a broad category of teacher knowledge and skills. Within each Standard are Elements. The Elements are the statements of what teachers should know, think and do to be effective teachers."  

**Problem solving:** A mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.  

**Program Coordinator:** Faculty or staff member from a college or university who coordinates/manages the administrative components of a teacher educator licensure program.  

**Research:** "The use of rigorous, systematic, and objective methodologies to obtain reliable and valid knowledge."  

**Student Teacher:** (Also known as “intern”) An individual participating in a full-time field experience in a P12 classroom in order to obtain professional education licensure/certification.  

**Summative Assessment:** “Assessment activities used at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met.”  

**Targets:** See definition for ‘Objectives/Targets.’  

**Technologies:** See definition for ‘Digital Tools.’  

**University Supervisor (US):** The university instructor assigned to the student teacher who regularly observes his/her performance to provide feedback on strengths and weaknesses. The US coordinates the student teacher’s evaluation, and is responsible for recording the consensus scores using this form.

**Form developed by:**


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13 https://www.csun.edu/science/courses/SSS/pact/glossary.html  
16 http://ramcewing.people.ysu.edu/OhioStandards.pdf  
### 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>
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<tbody>
<tr>
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**Required Signatures**

**Teacher Candidate:**

**Date:**

**Advisor:**

**Date:**

**Instructor/Field Supervisor:**

**Date:**

**Discretionary Signatures**

**Program Coordinator:**

**Date:**

**Mentor teacher:**

**Date:**

**Department Chair:**

**Date:**

**Other:**

**Date:**

### Review of PREP

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

- **RG = Revise goal on goal**
- **NP = No Progress**
- **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: __________

Mentor teacher: __________________________ Date: __________

Department Chair: __________________________ Date: __________

Other: __________________________ Date: __________

CEC Standard Critical Performances

**Note:** Candidate may submit a rejoinder to this report