Student Teaching Handbook

The University of Akron
LeBron James Family Foundation
School of Education

Office of Student Teaching & Field Experience

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LeBron James Family Foundation
School of Education
Office of Student Teaching
and Field Experiences
Zook Hall, Room 002
Akron, OH 44325-4201

Dear Student Teaching Team:

The University of Akron student teaching program is designed to provide instructional and leadership opportunities for our teacher candidates. These pre-service opportunities are focused on preparing the educator as a decision maker. In addition, these opportunities enhance community partnerships through standard setting programs that promote teaching, learning, and human development. All these elements are reflected in the School of Education's mission statement and conceptual framework.

Teacher candidates develop a commitment to the core components of professional practice and scholarship. This includes the areas of knowledge, technology, diversity and ethics. Each of these has been a focus of our teacher education program and continue to be addressed during the student teaching experience in the form of colloquiums, classroom teaching experiences and instructional evaluations.

The required colloquium course, taught by faculty members, addresses issues which arise during the student teaching experience. Students are given the opportunity to discuss and reflect upon their experiences in a group setting. Colloquium topics focus on the areas of Ohio's Four Learning Domains: Foundational Skills & Knowledge; Well-Rounded Content; Leadership & Reasoning Skills; and Social Emotional Learning.

The faculty of the School of Education feels the students who are engaging in student teaching have been well prepared to accept the critical set of responsibilities required to teach and we stand readyto provide whatever supports may be needed to provide a successful and rewarding experiencefor all members of the team.

The University of Akron student teaching program is designed to provide leadership opportunities while enhancing collaborative relations between teacher candidates, teachers andadministrators in assigned school districts. These relationships provide the foundation for the community and university connection that enhances our teacher education program in order to provide the profession with highly qualified instructors.

Best wishes in the weeks to come.

Sincerely,

The Office of Student Teaching and Field Experiences
The University of Akron

LeBron James Family Foundation
School of Education
Office of Student Teaching
and Field Experiences
Zook Hall, Room 002
Akron, OH 44325-4203

Dear Building Administrators and Mentor teachers,

We, at The University of Akron LeBron James Family Foundation School of Education, would like to thank you for agreeing to be our partners in the growth and development of ourstudents. We recognize that professionals like you, who are committed to the continued growth and improvement of the teaching profession, make it possible for us to do our best work in the preparation of future educators who will excel in their craft.

Mentor Teacher Selection. We ask that the district select mentors who are highly qualified.

- Teachers must have a minimum of three years of successful teaching.
- Teachers must have at least a bachelor's degree.
- Teachers must have a certificate/license that is appropriate to the grade and subject they are teaching
- Teachers must be able to demonstrate their subject area expertise in the core academic subject(s) they teach as demonstrated in their OTES evaluations.

We appreciate and applaud your efforts and trust that this cooperative relationship will be mutually beneficial.

Sincerely,

The Office of Student Teaching and Field Experiences
The University of Akron

LeBron James Family Foundation
School of Education

Office of Student Teaching
and Field Experiences
Zook Hall, Room 002
Akron, OH 44325-4203

Dear Teacher Candidate,

Welcome to your student teaching experience! You have worked very hard to get to this pointand deserve some congratulations!

The Office of Student Teaching and Field Experiences has worked very hard to secure your placement in a school setting that will meet your learning needs. Be assured that you are placed in a school district committed to furthering the teaching profession by agreeing to partner with universities. Your mentor, teachers, as well as your university supervisors, are proven professionals who have affirmed a commitment to the profession by agreeing to mentor you through your development into a highly qualified beginning teacher. Your placement is a culmination of input from many. We are confident that, through this placement, you will learn and grow as a professional and enter the field prepared to teach and continue to learn.

Sincerely,

The Office of Student Teaching and Field Experiences
The University of Akron

Vision Statement

Within the next five years, the Office of Student Teaching and Field Experiences will engage collaboratively through purposeful communication and feedback with school, university, and community partners with the specific intent of providing optimum clinical experiences that will develop exemplary teacher candidates, support professional practice, and effectively respond to the ever-changing demands of the education profession.

Philosophy of Student Teaching at The University of Akron

The teacher education program at The University of Akron is based on the general assumption that certain fundamental needs of the prospective teacher must be met if the desired competency is to result. In terms of organized knowledge, it is believed these needs can be provided best through:

… A program of general education designed to develop the knowledge, understanding, skills, and attitudes which are the common possessions of educated persons in a free society.

… A substantial and thorough preparation in one or more specialized areas in which the student will devote energies as a teacher.

… A well-chosen program of professional education, paralleling the general education and the specialized phases.

The Purpose of Student Teaching

The purpose of student teaching is to permit the student to assume gradual responsibility for the everyday responsibilities of running a classroom. This experience includes, but is not limited to, the instructional portion of the day. This experience happens under the supervision of a mentor teacher and a university supervisor. Students should, in short, be able to:

- Test a variety of teaching strategies
- Observe and assess actual student learning
- Gain an understanding of their own teaching style
- Understand how students at certain grade and developmental levels think and feel
- Implement and test a variety of strategies for integrating technology into the classroom
- Observe and experience external factors that influence learning

Objectives of Student Teaching

Student teaching is the most dynamic phase of teacher education. It is the most important and challenging component of teacher preparation programs.

The objectives of Student Teaching are to provide experiences where students seeking certification can demonstrate a specific set of skills to a designated performance level. Evaluations for teacher candidates from The University of Akron are based on Ohio Standards for the Teaching Profession (OSTP) criteria. Observations of instruction are based on Ohio Teaching Standards.

Ohio Standards for the Teaching Profession

1 Teachers understand student learning and development and respect the diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and can do and use this knowledge tomeet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students' diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities, and at-risk students to assist in appropriate identification, instruction, and intervention.

2 Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content8area concepts, assumptions, and skills to plan instruction.
- Teachers understand and use content specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.

3 Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes, and the data they generate.
- Teachers select, develop, and use a variety of diagnostic, formative, and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents, and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

4 Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem solvers.
- Teachers use resources effectively, including technology, to enhance student learning.

5 Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive, and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively, and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

6 Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

- Teachers communicate clearly and effectively
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.
- Teachers collaborate effectively with other teachers, administrators and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7 Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold, and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

The Student Teaching Team

The student teaching experience is a cooperative endeavor directly involving the mentor teacher, the teacher candidate, and the university supervisor. The success of this endeavor directly relates to the quality of the relationships formed within it. Each person has an important role with specific responsibilities designed to contribute to the total development of the future teacher. These roles are interdependent as well as interrelated. It is critical that all members ofthis team have a clear understanding of their roles and responsibilities. Communication is a critical element for this team to function effectively.

The respective roles for each of the above designated persons may be defined as follows:

The **teacher candidate** is a regularly enrolled student in the University who is eligible, as a result of completion of course requirements, previous field experiences, and attainment of a specified academic level, to be assigned for guided preservice teaching experiences in their chosen area of preparation. The teacher candidates work is to apply coursework knowledge in the classroom, combined with the expertise of the mentor teacher and the university supervisor,to gain the knowledge and skills needed to teach effectively.

The **university supervisor** is employed by the University to supervise and evaluate the work of the teacher candidate at regular intervals during the period for which the student is assigned as well as be the liaison between the classroom setting and the university. The supervisor will determine whether additional assistance is needed and seek out that assistance. The principal responsibility of the university supervisor is to assist the teacher candidate in developing teaching competencies.

The **mentor teacher** is a regularly employed teacher on a cooperating school faculty who has full responsibility for a group of learners and to whom a teacher candidate is assigned. The mentor teacher has agreed to open their classroom to a teacher candidate for the purpose of clinical practice. It is, therefore, necessary that teacher candidate and mentor teacher work together to provide learning experiences for their students. The main role of the mentor teacher is to share knowledge and expertise regarding instructional methodologies and classroom management, as well as the day-to-day running of a classroom as well as give the teacher candidate the opportunity to put theory into practice.

The **building principal** or administrator is the school officer who establishes the policies by which the teacher candidate functions in his/her assigned field site. The building principal is the instructional leader in a building. The principal should be kept informed of the teacher candidate's progress.

The Director of Student Teaching is responsible for: (1) assisting in the selection of the cooperating schools and supervising teacher/s; (2) coordinating the work of the university student teaching program with that in the cooperating schools; (3) assigning all university supervisors, scheduling student teaching seminars.

REMEMBER: Student Teachers **can NEVER attempt to secure their own placements**. To do so places our partnerships with districts in jeopardy as there is a strict protocol for each district which must be followed. Also, **we will NOT place out-of-area, out-of-state or out of country** as you are working to secure Ohio licensure, and our university supervisors are trained to work in our area **(50-mile radius of campus)** using Ohio Teaching Standards and their assessments. **Requesting specific schools is not encouraged** and will not guarantee placement in those schools. The Director of Student Teaching will work to secure a good placement, in an appropriate location, following the licensure and district protocols.

Requirements in order to Student Teach:

- Admitted to SOE
- Complete all program requirements
- Make a meeting with your advisor to guarantee all courses are met so you will meet eligibility
- 2.5 or higher Cumulative GPA
- 2.5 or higher Cumulative GPA in ALL content areas
- C or higher in ALL professional education courses
- MUST PASS at least **ONE of your CONTENT OAEs** (Note: ALL must be passed to apply for licensure.)
- Clean & Current BCI/FBI. (Best to get it this June/July so you have it for the start of Fall Semester and used throughout Spring semester. Your BCI/FBI is good for one full year. Send a copy to you AND Ohio Department of Education for Teacher Licensing
- Apply for Student Teaching the semester prior to the start of student teaching. Fall Student Teaching applications are available in January; Spring Student Teaching applications are available in August.

What OAE tests do I need to take?

Ohio Assessments for Educators: Initial Licensure

The Ohio Assessments for Educators (OAE): Initial Licensure program assesses the content-area and professional (pedagogical) knowledge of candidates who are seeking initial Ohio educator licensure or adding a new licensure area. The assessments are aligned with Ohio's Learning Standards. Ohio licensure candidates are required to successfully complete only ONE assessment of professional (pedagogical) knowledge for their first license. The addition of other licensure areas or endorsements will require only successful completion of the associated content-area assessment.

The following table maps each Ohio licensure type to its corresponding assessment in the OAE: Initial Licensure program.

Licensure Area & Grade Level (Broad Category)	**License Type**	**OAE Pedagogy Assessment**	**OAE Content Assessment**
Early Childhood (PK–3)	Early Childhood (PK–3)	001 Assessment of Professional Knowledge: Early Childhood (PK–3)	• 012 Early Childhood Education • 090 Foundations of Reading • *190 Foundations of Reading (2023)*
Primary Education (PK-5)	*Primary Education (PK-5)*	*057 Assessment of Professional Knowledge: Primary Education (begins 2023)*	• *055 Primary Education (begins 2023)* • *190 Foundations of Reading (begins 2023)*
Middle Childhood (4–9)	Language Arts and Reading (4–9)	002 Assessment of Professional Knowledge: Middle Childhood (4–9)	• 028 Middle Grades English Language Arts • 090 Foundations of Reading • *190 Foundations of Reading (begins 2023)*
	Mathematics (4–9)	002 Assessment of Professional Knowledge: Middle Childhood (4–9)	• 030 Middle Grades Mathematics • 090 Foundations of Reading • *190 Foundations of Reading (begins 2023)*

Licensure Area & Grade Level (Broad Category)	License Type	OAE Pedagogy Assessment	OAE Content Assessment
	Science (4–9)	002 Assessment of Professional Knowledge: Middle Childhood (4–9)	• 029 Middle Grades Science • 090 Foundations of Reading • *190 Foundations of Reading (begins 2023)*
	Social Studies (4–9)	002 Assessment of Professional Knowledge: Middle Childhood (4–9)	• 031 Middle Grades Social Studies • 090 Foundations of Reading • *190 Foundations of Reading (begins 2023)*
Adolescence to Young Adult (7–12)	Integrated Language Arts	003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	020 English Language Arts
	Integrated Mathematics	003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	027 Mathematics
	Integrated Science	003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	024 Integrated Science
	Integrated Social Studies	003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	025 Integrated Social Studies
	Physical Sciences (Chemistry & Physics)	003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	• 009 Chemistry • 035 Physics
	Physical Sciences: Chemistry	003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	009 Chemistry
	Physical Sciences: Physics	003 Assessment of Professional Knowledge:	035 Physics

Licensure Area & Grade Level (Broad Category)	License Type	OAE Pedagogy Assessment	OAE Content Assessment
		Adolescence to Young Adult (7–12)	
	Life Sciences	003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	007 Biology
	Life Sciences/Earth Sciences	003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	• 007 Biology • 014 Earth and Space Science
	Life Sciences/Physics	003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	• 007 Biology • 035 Physics
	Life Sciences/Chemistry	003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	• 007 Biology • 009 Chemistry
	Earth Sciences	003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	014 Earth and Space Science
	Earth Sciences/Physics	003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	• 014 Earth and Space Science • 035 Physics
	Earth Sciences/Chemistry	003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	• 014 Earth and Space Science • 009 Chemistry
Multi-Age (PK–12)	Computer Information Science	004 Assessment of Professional Knowledge: Multi-Age (PK–12)	054 Computer Science
	Dance	004 Assessment of Professional Knowledge: Multi-Age (PK–12)	011 Dance
	Drama/Theater	004 Assessment of Professional Knowledge: Multi-Age (PK–12)	048 Theater
	Foreign/World Languages (except American Sign	004 Assessment of Professional Knowledge:	ACTFL Oral Proficiency Interview

Licensure Area & Grade Level (Broad Category)	License Type	OAE Pedagogy Assessment	OAE Content Assessment
	Language)	Multi-Age (PK–12)	and Writing Proficiency Test Administered by Language Testing International/ACTFL
	American Sign Language	004 Assessment of Professional Knowledge: Multi-Age (PK–12)	050/051 American Sign Language (ASL) Assessment for World Language Teachers of ASL (Subtests I & II)
	Health	004 Assessment of Professional Knowledge: Multi-Age (PK–12)	023 Health
	Library/Media	004 Assessment of Professional Knowledge: Multi-Age (PK–12)	041 School Library Media Specialist
	Music	004 Assessment of Professional Knowledge: Multi-Age (PK–12)	032 Music
	Physical Education	004 Assessment of Professional Knowledge: Multi-Age (PK–12)	034 Physical Education
	TESOL (Teaching English to Speakers of Other Languages)	004 Assessment of Professional Knowledge: Multi-Age (PK–12)	021 English to Speakers of Other Languages
	Visual Arts	004 Assessment of Professional Knowledge: Multi-Age (PK–12)	006 Art
Intervention Specialist	Early Childhood Intervention Specialist (PK–3)	001 Assessment of Professional Knowledge: Early Childhood (PK–3)	• 013 Early Childhood Special Education • *190 Foundations of Reading (begins 2023)*
	Primary Education (PK-5)	*057 Assessment of Professional Knowledge: Primary Education (2023)*	• *058 Primary Special Education* • *190 Foundations of Reading (begins 2023)*

Licensure Area & Grade Level (Broad Category)	License Type	OAE Pedagogy Assessment	OAE Content Assessment
	Hearing Impaired (PK–12)	004 Assessment of Professional Knowledge: Multi-Age (PK–12)	• 044 Special Education Specialist: Deaf/Hard of Hearing • 090 Foundations of Reading • *190 Foundations of Reading (begins 2023)*
	Mild/Moderate Needs (K–12)	004 Assessment of Professional Knowledge: Multi-Age (PK–12)	• 043 Special Education • 090 Foundations of Reading • *190 Foundations of Reading (begins 2023)*
	Moderate/Intensive Needs (K–12)	004 Assessment of Professional Knowledge: Multi-Age (PK–12)	• 043 Special Education • 090 Foundations of Reading • *190 Foundations of Reading (begins 2023)*
	Visually Impaired (PK–12)	004 Assessment of Professional Knowledge: Multi-Age (PK–12)	• 045 Special Education Specialist: Visually Impaired • 090 Foundations of Reading • *190 Foundations of Reading (begins 2023)*
	Gifted (K–12)	004 Assessment of Professional Knowledge: Multi-Age (PK–12)	• 190 Foundations of Reading (begins 2023) • 053 Gifted Education

Licensure Area & Grade Level (Broad Category)	License Type	OAE Pedagogy Assessment	OAE Content Assessment
Endorsement	Computer Technology	Not required	016/017 Computer/Technology (Subtests I & II)
	Computer Science (P–12)	Not required	054 Computer Science
	Early Childhood Generalist (4–5)	Not required	018/019 Elementary Education (Subtests I & II)
	Gifted Intervention Specialist (K–12)	Not Required	053 Gifted Education
	Middle Childhood Generalist: Language Arts and Reading (4–6)	Not required	028 Middle Grades English Language Arts *or* 018/019 Elementary Education (Subtests I & II)
	Middle Childhood Generalist: Mathematics (4–6)	Not required	030 Middle Grades Mathematics *or* 018/019 Elementary Education (Subtests I & II)
	Middle Childhood Generalist: Science (4–6)	Not required	029 Middle Grades Science *or* 018/019 Elementary Education (Subtests I & II
	Middle Childhood Generalist: Social Studies (4–6)	Not required	031 Middle Grades Social Studies *or* 018/019 Elementary Education (Subtests I & II
	Prekindergarten (ages 3–5)	Not required	036/037 Prekindergarten (Subtests I & II)
	Prekindergarten Special Needs	Not required	013 Early Childhood Special Education
	Reading (K–12)	Not required	038/039 Reading (Subtests I & II)
	TESOL (Teaching English to Speakers of Other Languages) (PK–12)	Not required	021 English to Speakers of Other Languages
Career—Technical Baccalaureate	Agri-science	002 Assessment of Professional Knowledge: Middle Childhood (4–9) *or* 003 Assessment of	005 Agri-science

Licensure Area & Grade Level (Broad Category)	License Type	OAE Pedagogy Assessment	OAE Content Assessment
		Professional Knowledge: Adolescence to Young Adult (7–12)	
	Family & Consumer Sciences	002 Assessment of Professional Knowledge: Middle Childhood (4–9) *or* 003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	022 Family and Consumer Sciences
	Marketing	002 Assessment of Professional Knowledge: Middle Childhood (4–9) *or* 003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	026 Marketing
	Integrated Business	002 Assessment of Professional Knowledge: Middle Childhood (4–9) *or* 003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	008 Business Education
	Technology Education	002 Assessment of Professional Knowledge: Middle Childhood (4–9) *or* 003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	046/047 Technology Education (Subtests I & II)
Administrator	Principal (PK–6)	Not required	015 Educational Leadership
	Principal (4–9)	Not required	015 Educational Leadership
	Principal (5–12)	Not required	015 Educational Leadership
	Superintendent	Not required	015 Educational Leadership
	Curriculum, Instruction, and Professional Development	Not required	015 Educational Leadership

Licensure Area & Grade Level (Broad Category)	License Type	OAE Pedagogy Assessment	OAE Content Assessment
	Educational Research	Not required	015 Educational Leadership
	Educational Staff Personnel Administration	Not required	015 Educational Leadership
	Pupil Services Administration	Not required	015 Educational Leadership
	School–Community Relations	Not required	015 Educational Leadership
	Career Technical (Vocational) Education Administration	Not required	015 Educational Leadership
Professional Pupil Services	School Counselor	Not required	040 School Counselor
	School Psychologist	Not required	042 School Psychologist
Associate	Prekindergarten Associate (ages 3–5)	Not required	036/037 Prekindergarten (Subtests I & II)

For more information regarding Ohio licensure requirements, visit the Educator Licenses page on the Ohio Department of Education website.

Foundations of Reading Test for Ohio

In accordance with Ohio's new educator licensure requirements, beginning July 1, 2017, new educator licenses issued in several licensing areas shall require the applicant to attain a passing score on an examination of the principles of scientifically research-based reading instruction that is aligned with the reading competencies adopted by the State Board of Education of Ohio. Educator candidates in Ohio will successfully complete the Foundations of Reading test to satisfy this new requirement.

The State Board of Education of Ohio has approved the Foundations of Reading test as a requirement for the following licensing areas, effective July 1, 2017:

- Early childhood
- Middle childhood
- Gifted
- Mild/moderate educational needs
- Moderate/intensive educational needs
- Visually impaired
- Hearing impaired

Policy Regulations for Teacher Candidates

- **Time Commitment**

  Student teaching is a major responsibility and requires your full commitment. It is expected that the hours are the same as those of the school, as well as any after school activities necessary. Jobs, social obligations, outside interests and other **activities should not take precedence over the professional obligations** you assume when you accept a student teaching assignment. Consider that during student teaching you will be planning lessons and assessments, grading assessments, participating in school activities, completing your edTPA, taking Colloquium and completing its requirements, finalizing your resume, and applying for jobs. This is more than a full-time job. Plan other activities carefully to not jeopardize the success of this capstone experience of your college career.

  - Teacher candidates are to arrive at the school assignment at the same hour that regular members of the teaching staff arrive.
  - Teacher candidates are not to leave before cooperating or contract teachers may leave. It is suggested that appointments are not made immediately after school, as time will be needed at the end of the day for conferences with the mentor teacher or with pupils.
  - If you voluntarily start your student teaching experience early, you will not be permitted to end your student teaching experience early.
  - You may be required to attend evening and/or weekend activities or conferences as required by your school/district.

- **Teacher Candidate Absences**

  1. Notify mentor teacher and university supervisor as soon as possible.

  2. Extended illness or serious accidents should be reported as soon as possible to the university supervisor and the mentor teacher.

  3. The teacher candidate may be excused by the mentor teacher for actual job interviews, professional meetings and illness or death in the immediate family.

  4. Absences determined to be excessive, in any assignment whether for illness or job interviews, may necessitate an extension of the student teaching assignment. Decisions on this will be made cooperatively between the mentor teacher, university supervisor, and the Director of Student Teaching.

- **Recommendations for Continued Communication**

  - It is the teacher candidate's responsibility to ascertain the procedures for signing in and out of the building and other procedural matters. This should be done during the initial interview/meeting between the principal and the teacher candidate.

  - The teacher candidate should exchange phone numbers with the University Supervisor and mentor teacher.

  - During the weeks of student teaching, the teacher candidate should invite the principal to observe a lesson.

- Afterwards, an appointment should be made to discuss the observation with the principal.

- Each teacher candidate should be observed an appropriate and adequate number of times, in order to provide the support and assistance necessary to promote growth and preparation for the profession.

IMPORTANT NOTE: Mentor teachers, university supervisors and teacher candidates who find that there are difficulties in or with the experience should bring the matter to the attention of the Office of Student Teaching immediately.

- **Daily Teaching Responsibility**

  Teacher candidates are to assume all the responsibilities of a professional teacher. The major responsibility will be teaching. The extent of this responsibility will be somewhat flexible depending upon the nature of the subject area to which the teacher candidate is assigned as well as the readiness level of the teacher candidate.

  - Normally, it is expected that the teacher candidate will begin the teaching duties with one or two classes, or one or two content areas and that this assignment will be increased gradually.
  - By the end of the regular period of student teaching, the student should be able to assume full responsibility for the mentor teacher's schedule of classes.
  - Circumstances may dictate that the teacher candidate will not have the mentor teacher's full teaching responsibility. The schedule should be established through cooperative decision making.

- **Supervision of Teacher candidates**

  The purpose of supervision is to enhance the learning and skills of the teacher candidate. It is supervision through observation that gives the teacher candidate immediate feedback for reflection. The responsibility for classroom supervision is shared by the mentor teacher and the supervising teacher.

  - The mentor teacher and the college supervisor should, together with the teacher candidate, make the determination as to when/whether the teacher candidate is ready to assume increased classroom responsibilities in the classroom.
  - These pre-planned times of increased participation in the classroom should be based on the teacher candidate’s skills/abilities to assume classroom responsibilities with increased autonomy.
  - It is highly recommended that the mentor teacher and teacher candidate follow the various co-teaching strategies which allow for additional adult interaction with the students in the classroom.
  - The mentor teacher should always be available within the building or should have a plan that has been shared with the teacher candidate to have a licensed teacher available tothe teacher candidate should a situation arise for which he/she may need assistance.

  A teacher candidate must never be used as a substitute. If the mentor teacher is absent, the district must provide a substitute.

- **Schedule of Instructional and Co-Curricular Activities**

  The teacher candidate's responsibility is broader than the classroom to which they are assigned.
  - Appropriate activities should be scheduled which will broaden the teacher candidate's understanding of the total educational program.
  - These activities might include observing other classes, attending teacher meetings and in-service, reviewing instructional materials, parent conferences, and meeting with school personnel.

  NOTE: Part of the evaluation of a teacher candidate's performance includes interactions with parents and other professionals so these experiences are encouraged.

- **Preparation and Planning**

  Effective planning and proper preparation for teaching is critical to ensure learning happens for the students.

  - While there is not uniformity in practice with respect to the form a lesson plan should follow, there is general agreement as to the essential importance and need for lesson plan development and its use by the teacher candidate.
  - It is suggested that each teacher candidate formulate weekly plans or broad type unit plans to be followed by more detailed daily lesson plans.
    - *The plans are to be made available for the approval of the mentor teacher prior to their use in the classroom.*
  - These plans are to be made available for review by the university supervisor.
  - Weekly plans should be submitted to the mentor teacher the week before they are to be implemented.
  - The University of Akron has a lesson plan form that the teacher candidates should use. A sample is located within this handbook.

- **Use of Student Teachers as Substitutes**

  Teacher candidates are assigned for the purpose of student teaching only. **They do not have a legal connection with a school system and are not under contract in any way.** *Therefore, using a teacher candidate in lieu of a substitute teacher places the student, the school system, and the university in a jeopardizing and precarious legal position.*
  - We are cognizant that situations may arise where the supervising teacher to whom teacher candidates are assigned may become ill or have an emergency for a portion of the day. In a situation of this type, it would not seem unreasonable for the principal to ask the teacher candidate to assume direction of the class for such a portion of a day. Under these circumstances, either the principal or another certified staff member must periodically check with the teacher candidate. In no case, may a teacher candidate be paid for substitute teaching.
  - If it is known in advance that the regular teacher will be absent for a full day or most of the school day, a substitute teacher must be employed for that time period.
  - If a teacher candidate is requested to assume direction for a class under the circumstances described above and a substitute teacher is not employed, the teacher candidate must notify the Student Teaching Office as soon as possible.

Conference with Mentor Teacher and University Supervisor

It is expected that the mentor teacher and the teacher candidate will arrange conferences for discussion of plans, suggestions as to instructional materials, information about pupils and their instruction and observations made by the mentor teacher.

- Conferences with the university supervisor are desirable and expected.
- The college supervisor should make bi-monthly visits to the school.
- Each supervisory visit should be followed by a conference between the university supervisor and the teacher candidate.
- It is most desirable that the mentor teacher and university supervisor exchange observational information at each observation.

- **Midterm Evaluation**

The mid-term evaluation is the cooperative evaluation of the teacher candidate by the supervising teacher and the university supervisor in a three-way conference setting. The evaluation sheets will be available in advance of the evaluation date. The evaluation can be found on the university website.

- **Final Evaluation**

During the final three to five days of the student teaching experience, a final evaluation must be completed.
This evaluation should be arrived at cooperatively and include a three-way conference (teacher candidate, mentor teacher, university supervisor).

The evaluation is placed in the student's permanent file at the University and the teacher candidate has the right to either include or exclude it from their placement records.

Work Stoppages or Strikes

Whenever the situation arises where teachers do not report to work in the classrooms due to developments between the school board and the teachers, the teacher candidate shall report this information to the Educational Field Experiences office and will not report to their assignment. In the case of a prolonged work stoppage or strike, the teacher candidate will be reassigned in order to fulfill the student teaching requirements.

Removal from a Placement

If a teacher candidate is withdrawn from student teaching at the request of the school administration, the mentor teacher, or the Office of Student Teaching, decisions on how to proceed will be made on an individual basis by the Director of The Office of Student Teaching. The possibility does exist for the entire experience to be repeated, or you may not be allowed to be placed back in a school setting.

BCI and FBI Requirements

If you are taking a course that requires field work, or student teaching, you are **REQUIRED** to have both a current BCI and FBI clearance. This is a mandated requirement from the school districts. Background checks must be completed each summer **prior** to the start of each academic year and are good for 12 consecutive months.
Note: You must present a copy to the school district(s) you are assigned to on the day you begin placement. DO NOT send a copy to the School of Education or Office of Student Teaching; it is your responsibility to manage your documents.

How to get your background check

To complete your BCI/FBI background check, we suggest searching online at www.ohioattorneygeneral.gov/backgroundcheck to find the nearly 30 other Webcheck locations in Summit County or nearby. A possible location is: *People Check Services 101 5th St SE SUITE D & J, Barberton, OH 44203.*

What codes to use and where to send your background check?

Field Experience - Note: Any courses that require field hours, use the following codes and send to the following locations:		
FBI	3319 39	Public School District or Chartered Nonpublic School Employees and School Bus Drivers
BCI	3319 39B1	School Employees - non-teaching positions
Note: Send copies of background check to your **HOME address** and to **Ohio Department of Education (ODE)** ***DO NOT** send copies to **The University of Akron**		
Student Teaching - Note: For student teaching placement, use the following codes and send to the following locations:		
FBI	3319 39	Public School District or Chartered Nonpublic School Employees and School Bus Drivers
BCI	3319 39B1	School Employees - non-teaching positions
Note: Send copies of background check to your **HOME address** and to **Ohio Department of Education (ODE)** ***DO NOT** send copies to **The University of Akron**		

If you're unable to obtain your background check

If you do not have the required documents ready for when your field course or student teaching starts:

- You may not be able to complete the requirements of the course.
- We cannot waive this requirement and give you permission to start at the school. Once again, this is a mandated district policy.

If there is a violation on your record:

- If you have a misdemeanor on your record, and ODE says it will not prevent you from obtaining a license, school districts may not accept you in their schools and our office cannot guarantee placement for field and/or Student Teaching.
- If you incur a new violation that will be placed on your BCI and or FBI report once you have started the semester, you must report it to the Director of Teacher Education immediately.

If the student is from out-of-the-country, they must submit an **Ohio Fingerprint Card**. To secure this they must email ODE at educator.licensure@education.ohio.gov to request the card; complete the card, then submit it back to ODE for processing. This takes time so we advise out-of-country students to secure this during the summer months in preparation for the upcoming semester. This, too, must be done yearly. A copy of this document is taken to schools for field and/or student teaching experiences.

Expectations for Student Teaching

Completing field hours in the school setting is an essential part of teacher education program requirements. Students from the University of Akron are always expected to demonstrate professional conduct and behavior consistent with that of educators. Professional behavior and adisposition that contributes to the learning environment will benefit both University of Akron students and our P-12 partner schools.

It is important that the mandatory requirements noted below are followed during field experiences and all times in school settings. These requirements provide operational definitions of professional behavior and expectations. If it is believed that special consideration is needed, the course instructor should be informed about exceptions. Also, university instructors have discretion to intervene for unique situations that may not be described below. Failure to follow requirements for field experiences may result in such action as is deemed necessary and prudent, including but not limited to, removal from the field experience by the school, by the University, or both.

Attendance, Punctuality and Other School Policies

1. Completion of all student teaching hours is required. If a student is ill, has a family emergency or other excused absence, they are to notify both the university supervisor and the school. Vacations are not considered excused absences. Do not knowingly expose any school personnel or child to a contagious disease that may compromise the health of the P-12 students or staff.
2. Demonstrate punctuality. Be on time. Try to avoid disrupting classes by arriving after classes have started or before a class is finished. It is understood that students may need exceptions due to conflicts. The mentor teacher and the university instructor/supervisor should be notified if a student is going to be late. Sign in at the school office.
3. Go to the school only at assigned times unless given specific permission for an alternative time approved by the university instructor or mentor teacher.
4. Make certain that any documentation/signatures regarding the completion of the field hours are completed as instructed.
5. Observe all P–12 school policies and procedures (e.g. adhere to school parking rules, follow copy machine etiquette, etc.).
6. Obtain a copy of the school disciplinary/medical/crisis procedures. Refrain from physical

intervention in the event of altercation(s) among students. Be aware of responsibilities inthese circumstances. If there is a question about anyone's role, please seek clarification from the field site and/or the university supervisor.
7. If at any time there is uncertainty about requests made from mentor teacher or other school personnel, the university supervisor should be informed immediately.
8. Do not provide personal transportation to any P-12 students.
9. Always maintain professional boundaries and do not arrange individualized, outside of school social activities with students or families.
10. Students should always wear UA Student ID visibly and be ready to produce this if questioned. Wear any identification badge as required by the school.

Dispositions and Courtesy

1. Be courteous to **ALL** school personnel with whom there is contact.
2. When asked to participate in an activity other than one specifically aligned with universityassignment, accept the request graciously. If the request is over and above expectations, be courteous and inform your university supervisor for resolution.
3. Turn off your cell phone during your experience.
4. No food or beverages are permitted in schools or classrooms.
5. Be aware that any information you post on public internet sites is available to future employers and colleagues. (See confidentiality section.) Therefore, discretion is advised.

Appearance and Dress

1. It is always required that the student demonstrate an appropriate professional appearance and demeanor during the field experience. Consider each visit to the school as an informal "interview" for a teaching position.
2. Attempt to dress and maintain hygiene in a manner consistent with the educators, staff and administrators at the field site. Business attire is generally an acceptable standard. For example, it is required that the following items are not worn in the field sites: shorts, short skirts (shorter than mid-thigh), leggings or Lycra pants, sunglasses, hats, flip-flops, bedroom slippers or clothing that gives the impression of pajamas, jogging suits, garments that don't meet in the middle and expose skin, any clothing with writing (other than small brand name logosor labels), any clothing that is too low, too short, too tight. (If you must ask someone ifyour outfit is appropriate, it probably isn't). If a field site teacher or administrator makes a comment regarding your manner of dress or hygiene, you are expected to cooperate to the best of your ability. Exceptions to these guidelines can be made with the approval of the university supervisor.
3. Certain exceptions to dress expectations can be made during field or student teaching for specific licensure areas such, but are not limited to, as physical education or intervention specialist with the approval of the mentor teacher. Exceptions for certain activities such a field trips with young children can also be made with the approval of the mentor teacher.

Social Media

1. When you are placed in a school the school district considers you a representative of their school.
2. If you use any form of social media, you need to be sure that all your content posted is considered professional. (language, photos, all images, political and religious commentaries)

3. Take the time to review all of you Social Media postings and edit as needed.
4. If a school district considers your postings inappropriate and unprofessional, they may ask you to be removed from your Student Teaching placement.
5. You may not post or share pictures, videos or the names of any student(s), parent(s) or school personnel in your Student Teaching placement.

Legal and Ethical Issues

1. University assignments related to these experiences must be written in a professional manner. While the assignment may require a description or analysis of teaching methods or other classroom variables as they relate to course content, a student is not to critique personal characteristics of administrators, teachers, or students. A student is not to make any statements that cannot be supported with objective observational data. When writing reports, consider that what is written may be read by administrators, the teacher, other teachers, or parents. If terms and content are used that is unprofessional and could be considered insulting, it should not be written. For example, a child should not be described with terms such as “dirty, lazy, obnoxious” etc. Consultation should be sought with the classroom instructor for suggestions regarding appropriate and professional writing when attempting to describe behaviors beyond the range expected of students in this setting.
2. Confidentiality is a *must*. In all observation reports and communications. Omit names of teachers, children, school, or district information to maintain a professional policy of confidentiality. In addition, a student is not to informally share any identifiable or confidential information with outside individuals such as your friends or family. All persons should be familiar with FERPA laws and how they apply to professional communication in the P-12 setting. No student records should be taken outside of the field setting. Permission must be obtained if a student anticipates taking pictures of the students in the classrooms.
3. Be aware that all members of the student teaching team are mandated reporters. If a situation arises, inform the instructors, mentor teacher, building leader and/or director of The Office of Student Teaching immediately, however, all remain obligated to report any incident of suspected abuse or neglect. All members of this team are also under an obligation to report any statements or behaviors that suggest possible harm to self or others. Consult with the building administrator immediately if you are aware of situations that pose the possibility of risk and inform your university instructor.

As stated previously above, these requirements are not meant to include all possible situations or events that may be encounter when in a field setting. If any situations or events arise that give cause for concern, consultation with the university supervisor and/or the Director of The Office of Student Teaching should take place. In addition, if the school setting has policy requirements not listed above, The University of Akron student is expected to comply with those expectations. If discrepancies exist between UA and school policies, the student should inform the university supervisor and/or The Director of The Office of Student Teaching. Resolution may be found from a variety of on-campus and off-campus resources.

Evaluation/Student Assessment

There are three elements that are involved in successful completion of the Student Teaching course.

1. Proof of submission of your edTPA Portfolio
2. Completion of the Student Teaching Survey
3. Mid-term and Final Student Teaching Evaluation

edTPA Portfolio Requirement

The **edTPA** is a pre-service electronic portfolio designed by the State of Ohio to assess teacher readiness. The State of Ohio requires all pre-service teachers to complete this electronic portfolio during their student teaching experience.

The cost of this assessment to the student is $300. The State of Ohio has contracted Pearson to be the vendor who will score your edTPA portfolio. You will pay this fee directly to Pearson when you register to submit your portfolio. If you want to use your edTPA score of 37 or better in place of your pedagogy, OAE, be sure to have your score sent to the University.

Completion of all three tasks and successful submission of your edTPA portfolio is a requirement of your Student Teaching course.

Failure to show proof of successful submission of the edTPA will result in failing the Student Teaching course.

Grading

Undergraduate students:
The student teaching course is a credit/no credit course. To earn credit, you must successfully complete your student teaching internship as demonstrated by your performance evaluation. To earn credit, you must also successfully complete the edTPA portfolio.

Graduate Students:
In order to pass the course, you must also successfully complete the edTPA portfolio. Failure to complete and upload to Pearson will result in failing the course. You must also successfully complete your student teaching internship as demonstrated by your performance evaluation. You will receive a letter grade for that portion of your evaluation.

edTPA Portfolio:
You must complete all three required tasks and successfully submit a completed edTPA electronic portfolio to the state contracted vendor. You must turn in a “successfully submitted” ticket to the course instructor that you will receive from Pearson when you submit your completed portfolio. This ticket must be turned in to course instructor by assigned deadline. You will submit your ticket to the drop box in the edTPA Springboard site.

Refer to due dates above and upload “successful submission” ticket you will receive from Pearson.

Failure to complete all three tasks and show proof of successful submission of the edTPA will result in failing the Student Teaching course. If you do not submit all required assignments, you may receive an Incomplete for the course. This is at the Instructor’s discretion. Incompletes will

only be given in serious health and or family matters. **Incompletes will not be given, due to not having the funds to pay for the assessment by the required assigned deadline for submission**. Please review University's grade policy below. If you fail to complete the work required to complete the edTPA during the semester of the assignment, you will not receive an additional school placement to complete the assignment.

Be aware that a passing edTPA score (37) allows you to substitute this for the OAE Pedagogy Test.

<u>Grade Policy and Credit</u> – According to the University of Akron's Bulletin

http://www.uakron.edu/academics_majors/ub/important-policies/grade-policy-and-credit.dot

I - Incomplete: Indicates that the student has done passing work in the course but that some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to make up the omitted work satisfactorily by the end of exam week of the following term, not including summer sessions, converts the "I" to an "F." When the work is satisfactorily completed within the allotted time, the "I" is converted to whatever grade the student has earned. It is the responsibility of the student to make up the incomplete work. The faculty member should submit the new grade to the Office of the University Registrar on a change of grade form, which is available through MyAkron. If the instructor wishes to extend the "I" grade beyond the following term for which the student is registered, the instructor should submit an incomplete extension form, which is available through MyAkron, before the end of the semester.

Do not let your incomplete turn into an "F." The University of Akron will not guarantee that if you do not complete the edTPA during your Student Teaching semester that you will be eligible to receive your license by the State of Ohio.

Required Completion of the Student Teaching Survey

By the end of the semester, you will be required to complete the Student Teaching survey found on the Student Teaching website. Failure to complete the required survey may result in failure of the Student Teaching course.

Midterm and Final Evaluation of Teacher Candidate Performance

Scoring of the Teacher Candidate Evaluation

Students will receive one Midterm and one Final.

Graduate Students receive a letter grade and undergraduates receive credit/no credit.

In order to pass the midterm and final, students must receive a cumulative score of 1.75 (on a scale of 3) or above to pass. A cumulative score of 1.74 or below is considered failing. In order to pass the class, the final must reflect a cumulative score 0f 1.75 or above, as well showing proof that the edTPA Portfolio has been uploaded to Pearson.

If a student receives a score of below 1.99 an Action Plan must be developed, and the Director of Student Teaching notified.

The grading scale for Graduate Students is as follows:

2.5 – 3.0	A
2.0 – 2.49	B
1.75 – 1.99	C
1.5 – 1.74	D
1.49 – below	F

*If there is not an agreement between score totals on the final evaluation between the mentor teacher and the University Supervisor, the University Supervisor will make the final determination with input from the Director of Student Teaching.

Implementing and Monitoring an Action Plan

- The action plan should be developed as a team and should be signed by all members of that team.
- The action plan should be monitored at least weekly from the time it is written until the time of the final.
- Copies of the action plan should be submitted to the Office of Student Teaching immediately following initial signing.
- The action plan should also be attached to all copies of the midterm evaluation for each member of the student teaching team.
- Action plans are available through the Office of Student Teaching.

Written Lesson Plans

Carefully prepared plans are essential for effective teaching. Good planning varies from subject to subject, depending upon purposes, the needs of the children, resources available, activities involved and the content of the program. However, most educators would agree that the planning stage of teaching is vital to the successful accomplishment of the lesson.

Benefits derived by the teacher candidate from being well planned include the following:

- ✓An increased feeling of self-confidence
- ✓Better selection of material through elimination of unimportant or confusing details
- ✓Better use of class time
- ✓More orderly presentation of materials to fit the teaching strategies used
- ✓An available outline of content and procedures to be used as a guide and for analysisof a lesson
- ✓A check to ensure the lesson is related to the objectives of the course
- ✓A plan that can be used with adaptation for another group of students

The student is required to have a written lesson plan for each lesson taught.

- Weekly plans should be submitted to the mentor teacher a week before they are to be implemented.
- The plan should be checked by the mentor teacher before it is taught, thus enabling the teacher candidate and the mentor teacher to discuss possible problem areas and

student reaction before presentation.

- It is recommended that each teacher candidate keep lesson plans in some type of organizer, such as a notebook. This should be made available in the classroom for use by the teacher candidate, mentor teacher, college supervisor and substitute teacher in the teacher candidate's absence.

A good lesson plan should:

✓Realize that which has preceded and what will follow
✓Consider students' interests, abilities, and needs
✓Include basic concepts and processes to be taught
✓Center on specific objectives
✓Be meaningful to students
✓Assess whether objectives have been accomplished

LESSON PLAN CHECKLIST

KEEP THIS SHEET IN YOUR PLAN BOOK AND REVIEW THESE QUESTIONS AS YOU PLAN YOUR LESSONS:

- What is the best organizational structure for this lesson?
- Are your lesson standards based? Are your assessments standards based?
- How can I relate the objectives to past and future lessons?
- Will students have active participation opportunities in the learning experience?
- What if there were no textbook, how could this objective be taught?
- How can I incorporate modeling, exploration, and discovery into the lesson?
- Do students have opportunities to demonstrate their thinking process as well as individual reflection?
- How will I monitor student progress in attaining the stated goal of the lesson?
- Have I planned for success for students?
- Have I done something to motivate and spark the interest of students?
- Do students have an opportunity to practice the skill under supervision?
- How will information/skills introduced in the lesson be reinforced?
- Have I included methods to develop responsibility for learning in the students?

Lesson Plan Template

LESSON TITLE: GRADE LEVEL:	SUBJECT AREA: TIME ALLOCATION:
OBJECTIVES (with active verbs): STANDARDS: BIG IDEA(S):	
GROUPING OF STUDENTS & RATIONALE: MATERIALS: IDENTIFY ACADEMIC & RELATED CONTENT LANGUAGE:	PRIOR KNOWLEDGE NEEDED (THIS CAN BE FORMATIVE ASSESSMENT): STUDENT PROFILE (identify special characteristics of students relative to lesson) MODIFICATIONS TO MEET INDIVIDUAL STUDENT NEEDS:
INSTRUCTIONAL MODEL(S) & RATIONALE	
PROCEDURE AND ACTIVITIES (Name teaching strategy for each activity (cooperative learning, presentation teaching, guided inquiry, etc.) 1. PRE-ACTIVITY: ADVANCE ORGANIZER Transition: 2. ACTIVITY Transition: 3. POST ACTIVITY Closure:	TIME ALLOCATIONS
ASSESSMENT [Name of Assessment Tool & Description Identify as Authentic or Traditional/Summative or Formative:	
REFLECTION:	

CHECKLIST OF EXPECTATIONS FOR THE TEACHER CANDIDATE

Please ensure that these expectations are met during your student teaching experience.

Expectations	Check
✓ Report daily for a full school day, be punctual, become involved in activities and functions carried out by the classroom teacher and assume responsibilities designated by the mentor teacher.	
✓ Maintain excellent attendance throughout your experience. When absent, notify the mentor teacher and the university supervisor as soon as you know you will not be at school.	
✓ Attend regular colloquiums during the student teaching assignment that are held on campus (or designated location). If you need to leave school early, arrange with mentor teacher ahead of time.	
✓ Ask for the dates and times of such teaching responsibilities as Open House, faculty meetings, department/grade level meetings, and parent/teacher conferences. Your attendance at these functions is an expectation of student teaching.	
✓ Discuss university responsibilities and requirements with your mentor teacher. Work with the teacher to determine a schedule for assuming teaching responsibilities. *A recommended schedule is available on page 34 of this handbook and at the student teaching website.*	
✓ Prepare written daily lesson plans which are to be approved by the mentor teacher. Plans are due to the teacher, at the latest, on Friday prior to the week they will be taught, unless an earlier day/time is requested by your mentor teacher. *The suggested university lesson plan format is available on page 12 of this handbook and at the student teaching website.*	
✓ Reflect on each lesson taught in writing and in discussion with your mentor teacher and/or university supervisor.	

CHECKLIST OF EXPECTATIONS FOR THE MENTOR TEACHER

To assist you in mentoring your teacher candidate.

Mentor Teacher Selection. We ask that the district select mentors who are highly qualified.

- Teachers must have a minimum of three years of successful teaching.
- Teachers must have at least a bachelor's degree.
- Teachers must have a certificate/license that is appropriate to the grade and subject they are teaching
- Teachers must be able to demonstrate their subject area expertise in the core academic subject(s) they teach as demonstrated in their OTES evaluations.

Expectations	Check
✓ Welcome the teacher candidate to your school. Introduce him or her to your students, other faculty members, and support staff. Give student a tour of the classroom and school. Explain school policies and procedures regarding such things as signing in and out of the building, the time they are expected to report to school, the time their day ends, computer use, use of copy room services, etc.	
✓ Discuss daily schedules, routines, and duties. Share your teaching responsibilities with the teacher candidate, exchange personal phone numbers and e8mail addresses. Discuss appropriate dress code, attendance, and professional behavior in and out of school.	
✓ Provide dates and times of other teaching responsibilities (Open House, faculty meetings, department/grade level meetings, parent/teacher conferences.) These are expectations of the student teaching experience.	
✓ Work with the teacher candidate to determine a schedule for assuming teaching responsibilities. *A recommended schedule is available on page 34 of this handbook and on the student teaching website.*	
✓ Provide the student with the course of study objectives (standards, pacing guide, etc.), textbooks and resources that relate to the content he/she will be teaching. Discuss long and short8term student learning goals for the teacher candidate's experience.	
✓ Support your teacher candidate in developing skills in planning, instruction, and classroom management. Share your own experiences, ideas, beliefs, and management procedures to help the candidate to gain classroom confidence.	
✓ Set up a specific time/day you would like lesson plans for your review. Make sure this gives the teacher candidate ample time to modify accordingly.	
✓ Communicate regularly with the university supervisor. It is of benefit to the teacher candidate when the whole team is in regular communication.	
✓ Collaborate with the university supervisor on a midterm and final evaluation. On the final evaluation, be sure to assess the student on all five domains.	

CHECKLIST OF EXPECTATIONS FOR THE ADMINISTRATOR

To assist you in hosting a teacher candidate in your building.

Expectations	Check
✓ Welcome teacher candidates to your building. Discuss school wide polices and any other pertinent information teacher candidates should know before becoming a part of your school.	
✓ Observe teacher candidates teach a lesson, if possible. Discuss this observation with the teacher candidate, providing insights regarding strengths and areas in need of improvement.	
✓ Hold a mock interview with the teacher candidate, giving them helpful hints to improve their interviewing skills and become more confident during this process.	
✓ Communicate any significant concerns you may have to the university supervisor or the Office of Student Teaching as soon as possible.	

*Note: Optional

Setting it up for Success: Preliminary Discussion Questions for Student Teaching Teams

Student teaching experiences have the potential to naturally set themselves up for a co-teaching model. Thomas and Bryant as well as Murawski and Dieker have developed the questions attached to assist all partners in engaging in beginning conversations about philosophies and implementation of instruction. These conversations can help build the foundations of a sound working relationship between all members of a student teaching team.

It is our goal to assist all members of our student teaching teams in developing effective working relationships that lead to learning for all participants. We strongly believe that engaging in collegial conversation to discover common ground and expectations will move teams towards that goal.

We strongly encourage members of our student teaching teams to engage in conversations using the following questions.

NOTES:

- Depending on previous individual experiences or the current experience, some questions may not be relevant.
- Review the questions in advance and plan to spend about an hour together discussing these items.
- Remember that differences of opinions are inevitable differences are O.K. and perfectly normal. Effective co-teachers learn and grow professionally from their work together. Competent professional skills, openness, and interest in working together are more important than perfect agreement.

Questions

1. What are your expectations for students?
    a. Participation?
    b. Daily preparation?
    c. Written assignments and/or homework completion?

2. What are your basic classroom rules? What are the consequences?

3. Typically, how are students grouped for instruction in your classroom?

4. What instructional methods do you like to use? (i.e. lecture, class discussions, student engagement strategies?)

5. What practice activities do you like to use? (i.e. cooperative learning groups, labs)?

6. How do you monitor and evaluate student progress?

7. Describe your typical tests and quizzes and formative assessments. Are they standards-based?

8. Describe other typical summative assessments like projects and assignments.
9. Do you differentiate instruction for students with different needs? If so, how?
10. Is any special assistance given to students with disabilities during class? On written assignments? On tests and quizzes?
11. How and when do you communicate with families?
12. What are your strengths as a teacher?
13. What are your pet peeves?
14. What do you see as our roles and responsibilities as co-teachers?
15. What are your biggest hopes for us working as a team?

Adapted from Walter-Thomas, C. & Bryant, M. (1996) Planning for Effective Co-Teaching

I have the following expectations in the classroom:

a. regarding discipline
b. regarding classwork
c. regarding use and storage of materials
d. regarding homework
e. regarding planning for instruction
f. regarding modifications for individual students
g. regarding grading
h. regarding noise level
i. regarding cooperative learning
j. regarding giving and receiving feedback
k. other important expectations I have:

Adapted from Murawski, W.W., & Dieker, L.A. (2004). *Tips and Strategies for Co·Teaching at the Secondary Level.*

The University of Akron

The Office of Teacher Education

Observation Note Taking Form

Teacher Candidate:_____ **Observer's Name:**_____ **Lesson Topic:**_____ **Date:** _____

Observation Notes:	**Strengths:**	**Recommendations:**
Use the below ratings for the standards listed below: **EE=exceeds expectations ME=Meets expectations E=Emerging NN=Does Not Meet Expectations** **O=Optional/Not Observed**		
	Goals/Next Steps for Teacher Candidate:	**Supervisor/Mentor's Next Steps:**

Next Observation Date: _____ **Focus:** _____

___ **1: Understands student learning, development, diversity** ___ Knowledge of students ___ Knowledge of student development ___ Expect all students will achieve ___ Model respect for diversity ___ Identifies intervention needed for enrichment, reinforcement, remediation	___ **2: Knowledge of content area** ___ Knowledge content and how to teach it to students ___ Use of instructional strategies to teach concepts ___ Knowledge of district and state contents ___ Ability to use cross-curricular approach ___ Ability to make content relevant	___ **3: Varied assessments for instruction and evaluation to ensure student learning** ___ Use of varied diagnostic, formative and summative assessments and how to use data generated ___ Analyze data to monitor student learning ___ Plan, differentiate and modify instruction ___ Communicate progress with various stakeholders ___ Use of self-assessment and goal setting	___ **4: Plan and deliver effective instruction for each learner** ___ Align instructional goals with district and state standards ___ Address the achievement gap ___ Link learning activities to defined goals ___ Plans instructional design and delivery based on students think and learn ___ Differentiates instruction to support learning needs of all ___ Activities help student become independent learners and complex problem solvers ___ Use of technology and resources to enhance learning
___ **5: Learning environments that promote high levels of learning and achievement** ___ Treat students fairly in respectful environment ___ Environment is physically and emotionally safe ___ Motivate students to work productively and assume responsibility for learning ___ Students work independently, collaboratively and/or as a whole class ___ Maintain environment conducive to learning for all	___ **6: Collaborate and communicate with stakeholders to support student learning** ___ Communicate clearly and effectively ___ Share responsibility with parents to support student learning, emotional and physical development and mental health ___ Collaborate with school stakeholders ___ Collaborate with community to promote positive environment for student learning	___ **7: Assume responsibility for professional growth and serve a s member of a learning community** ___ Follow ethics, policies and legal codes of professional conduct take responsibility for engaging in continuous and purposeful professional development ___ Be an agent of change to impact teaching quality, school improvements and student achievement.	___ **Other** ___ Timely lesson plans ___ Professional Dispositions ___ Attendance

TIPS FOR TEACHER CANDIDATES

MANAGEMENT AND ORGANIZATION

The adage that beginning teachers shouldn't smile until February is surely an extremist point of view. This page includes some important tips for establishing rules, procedures and classroom practices that will increase effectiveness in the area of classroom management and organization:

- Work with your teacher to **keep rules simple**. Too many rules will create a management nightmare and information overload for students. Be aware of procedures used by the classroom teacher and the school when students have difficulties in following guidelines.

- **Clearly explain room rules** and procedures to students using examples from both. Reminders may be needed to focus students' attention on expected classroom behaviors.

- The best **deterrents to misbehaviors** are: Teacher Proximity, Teacher Organization,Relevant Learning and Time on Task! Check PBIS strategies.

- **Monitor student behavior**. Position yourself that you are aware of what is happening in the classroom. Develop "with-it-ness" so that you know what all students are doing all thetime.

- **Don't ignore misbehavior**. Address misbehavior promptly and calmly through, minimum power, teacher behaviors (eye contact, nondirective statements, questions, proximity). Keep anecdotal records on repeated disruptions to help convey accurate information to students and parents.

- When discussion of behavior is necessary **do it privately**, calmly and with consistency and fairness. Use **reasonable and logical consequences** so that students can see the rationale between the misbehavior and the consequence. Involve parents early before minor disruptions grow into major problems.

- **Always project the image of a professional**. Sarcasm, ridicule, and embarrassment have no place in the classroom.

- **Never lose control of your emotions**. Choose your battles…don't go to war with a student over a minor disruption. Reacting too strongly to the little problems gives you less opportunity to make an impression related to a bigger problem.

- When problems exist, try to involve students in the solutions. Utilize the **IDEAL problem-solving model** to analyze problems and focus on solutions. **Focus on the behavior, NOT the student!**

- Use praise and positive reinforcement when students are doing well. Notes or calls home for **GOOD NEWS** are positive tools for any grade level.

TIPS FOR TEACHER CANDIDATES

INSTRUCTION

There are some helpful tips which are as important in the fourth quarter of school year as they are in the first week of school. The following are suggestions which may be helpful to the beginning teacher throughout the year.

- Accept only what you expect. When you begin to accept performance which is mediocre, itis reinforcing reflection to students of what your true expectations are.

- Express your enthusiasm for the learning experience. Your enthusiasm will be contagious. You are a constant model of the love of learning. Use “attention getters” to start lessons with high interest.

- You cannot coerce someone to learn. Demonstrate to students the value of what it is they will be learning. Use Best practices in Education to implement instruction.

- Don’t forget the skills. You are accountable for teaching a spectrum of academic skills.Examine required skills and utilize concepts in Brain Based Research to deliver more compatible instruction.

- However, don’t ignore the higher-level thinking skills, problem solving skills, creative thinking processes and learning strategies which are required for life\long learning. Perfect your questioning methods to enhance discussion and encourage involvement.

- Provide students with positive feedback regarding their academic and behavior progress.Remember, giving students no feedback relating to their efforts is a powerful message tostudents regarding your value of their merit in these areas.

- Most students can and will learn, but not necessarily at the same pace. Give all students the opportunity to experience success at their level. Examine methods to increase motivation, such as cooperative learning, and integrate them into your lessons.

- Seek feedback from parents, peers, principal, and students regarding your performance. Informal input from those you trust, and respect can be the source of significant professional growth.

- Keep an open mind – be open to suggestions, new ideas, strategies, opinions, etc. The first years of teaching can be a powerful learning experience if you are open to learning.

- Use instructional time wisely. Sometimes videos, worksheets, workbooks, cut and paste activities, etc. are “junk.” As a guideline, if a person off the street could do the activities as well as you, it probably is not reflective of quality instruction.

- Plan a good solid introduction and conclusion for each lesson.

TIPS FOR TEACHER CANDIDATES

SELECTING AND USING ASSESSMENT METHODS

- Link your grading and reporting criteria with criteria used in the learning process. Students see the connection between what is being taught and what is being measured. Assessments should be selected and designed as the lesson or unit is being planned.

- Assess regularly. Include some type of assessment piece with each lesson to determine the degree to which students have met the learning objectives.

- Vary evaluation procedures. No one strategy works well for all subjects, grade levels or learning styles.

- Determine the learning outcomes before you begin teaching. What do you want the students to know, feel, or be able to do as a result of your teaching?

- Select evaluation tools and determine how to use such measures in your classroom:

    - Observation (formal and informal)
    - Essays evaluated with rubrics
    - Criterion referenced quizzes and tests (Matching, True/False, Multiple Choice,Short and Extended Response questions)
    - Oral reports, debates, projects
    - Performance tasks to demonstrate mastery of skills and content understanding
    - Portfolios

- Use assessment results to inform your choices regarding future instruction.

- Self-Assessment is a valuable tool for everyone. Be reflective about the successes and challenges of your teaching experience. The following are some areas to consider:

    - Do I have a warm inviting classroom?
    - Do I recognize success of individual students?
    - How would my students describe me as a teacher? As a person?
    - Are my classes meaningful and educational?
    - Do I plan and implement lessons to read ALL my students?
    - Do I actively engage my students in the learning?
    - Do I use differentiated instruction to accommodate different learning styles?
    - Do I ask my students to think critically about what they are learning?
    - Am I connecting instruction to my students' lives and experiences?
    - Do I maintain consistent communication with parents, both positive and negative?
    - Do I network with peers to share ideas and concerns?

TIPS FOR TEACHER CANDIDATES

MONITORING AND IMPROVING INSTRUCTION

Instructional activities are ways to segment and teach information instructional formatsare ways of grouping students for those instructional activities to occur. In order to maintain student involvement in the activities within the formats you choose, you must attend to four areas:

1. Clarity

Clear directions enable students to know procedurally what to do and how to do it. Clear academic instructions help students learn facts and master concepts. Together these lead to student success, which is a strong motivator in maintaining student interest and involvement.

2. Check for Understanding

Checks for understanding enable you to catch student errors and misunderstandings before they have a chance to be overlearned. Questions and activities that check individual student understanding of facts, concepts, and processes can help maintain student involvement.

3. Monitoring

Two maintenance goals of monitoring are to keep students on task and to provide you with minute\to\minute information on their progress. A combination of active and passive monitoring will help accomplish these goals, especially if the passive monitoring is "sweep scanning." Cultivating the habit of frequent whole/group visual sweeps as you walk around and look over students' shoulders, increase your "with-it-ness" in picking up on possible misbehaviors and nipping them in the bud before they have a chance to flower.

4. Transition

It is during transitions that students most often tend to waste time, drifting off tasks, and/or engage in disruptive behavior. To maintain the academic flow, you must tightly structure transitions, and teach students transition procedures and their cues. Also, you yourself must be prepared for the next activity.

PREPARING FOR STANDARDS AND STANDARDIZED INSTRUCTION

_____1. Become familiar with the standards for all five content areas on the test. Understand the facts about the test and test dates in order to prepare students.

_____2. Introduce students to the standards. Post them in the classrooms, discuss them and incorporate them into instruction.

_____3. Stress careful reading in the content areas. Stress rereading of directions and incorporate the use of nonfiction selections.

_____4. Have students write in all subject areas.

_____5. Plan higher-level questions for lesson discussions and test taking.

_____6. Become familiar with test vocabulary. Introduce words and definitions to students as part of instruction.

_____7. Teach students test taking skills (i.e. analyzing the question, rereading, finding important information, eliminating incorrect answers).

_____8. Expose students to test questions similar in structure to those on the OGT. Incorporate visuals, higher-level questions, multi-step directions, and short and extended responses.

_____9. Understand that the test was developed to prepare students for life-long learning. Use sample questions in class that are relevant and reflect real –world experiences.

_____10. Integrate strands of the curriculum throughout your teaching:

- Teach SOCIAL STUDIES using an integrated approach, including geography, politics, economics, culture and history into the topic.
- Review MATHEMATICS strands on a regular basis. Provide opportunities for students to revisit problems in algebra, geometry, measurement, data analysis, and computation.
- Introduce students to a variety of genre in READING with a focus on non-fiction selections. Integrate reading indicators across all subjects.
- Provide opportunities for students to construct and evaluate WRITING. Integrate writing indicators across subject areas.
- Teach SCIENCE using an integrated approach focusing on scientific inquiry, investigations, interpretation, and evaluation of evidence.

Recommended Teacher Candidate Mentoring Model

Co-Planning W Co-Teaching W Co-Assessment

We recommend incorporating a co-teaching model for mentoring our teacher candidates. Co-teaching is defined as "two or more professionals engaged in joint delivery of instruction to a diverse group of students in a shared classroom space." Research provides evidence that co-teaching can have a positive impact on student achievement. Additionally, co-teaching allows the mentor teacher to model the research-based instructional practices for the teacher candidate who can then practice these strategies with direct and active support. Perhaps most valuable is the potential for the mentor and teacher candidate to engage in ongoing collaboration throughout the experience regarding the most effective ways meet the needs of all students in the classroom.

Components of the Co-Teaching Relationship

- Teachers share responsibility for what happens in the classroom
- Decisions are made together
- Teachers share all roles
- Student needs determine classroom practice
- Both teachers facilitate learning and impact knowledge

Positive outcomes that may result from Co-Teaching

- Co-teaching allows two adults with different areas of expertise to work together in
- One classroom for the benefit of ALL children.
- Allows for a wider range of instructional techniques and strategies.
- Increases learning options for all students.
- Improves program intensity and continuity.
- Utilizes the unique perspectives of educators who share their strengths to create teaching approaches that could not occur if only one teacher were present

Structures for Working Together in the Classroom

There are many ways that teachers can work together to make the lesson easier to understand for all students.

See the next page for descriptions of Models of Co-Teaching

Models of Co-Teaching

Small Group	Whole Group
Alternative Teaching. One teacher takes the lead with a large group of students while the other teacher works with a small group of students in the classroom. The small group of students may be receiving enrichment on the concept that the lead teacher is instructing with the large group of students, or the teacher may be providing additional instruction on concepts that were difficult for students. An important point to make is that the composition of the small group should change throughout the year and not remain stagnant.	**One Teach, One Observe or Mentor Modeling.** This model works in two ways. First, when an intern watches a mentor work, she can begin to understand how to interact with children while delivering the curriculum. Second, when the mentor watches the intern, she can get a sense for what teaching behaviors are effective and what strategies need further development.
Parallel Teaching. Two teachers teach the same content simultaneously in two smaller groups in the classroom. The mentor and intern may present the lesson the same way to students, or they may adjust their teaching style in each group to accommodate students' learning styles. One of the greatest benefits of parallel teaching is that it increases student participation.	**One Teach, One Assist/Guide.** One teacher takes the lead for teaching while the other teacher circulates through the room providing unobtrusive assistance to students as needed. The "guide" teacher may also be collecting evidence of student learning as she moves around the classroom. Mentors and interns should take turns being the lead teacher and guide.
Station Teaching/Cooperative Learning. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could require that students work independently.	**Team/ Synchronous Teaching.** In synchronous team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having "one brain in two bodies." Others call it "tag team teaching." Most co-teachers consider this approach the most complex but satisfying way to co\teach, but the approach that is most dependent on teachers' styles
Co-teaching. Both teachers getting the chance to ride!	**Affirm and Enhance.** Affirm and enhance is when one teacher is taking the lead with a lesson and the other teacher may jump into the lesson with a reinforcing or clarifying comment about the content of the lesson. This model of co-teaching often occurs "in\ the\moment" of classroom instruction. It can be used with both large group and small groups of students

From Badiali, B., &Titus, N. (2011). Co\teaching: Enhancing student learning through mentor\ intern partnerships. *School University Partnerships, 4*(2), 74\79.

Allison Brewer. You Tube: Co\Teaching Examples.
https://www.youtube.com/watch?v=6llQCG8QhBE Video examples of above models.

Sixteen Week *Recommended* Weekly Student Teaching Schedule
(If not following the Co-Teaching Model exclusively)

Early Childhood, Middle Childhood, Special Education, Multiage

	The student teacher will…	The mentor teacher will…
1st week	• Observe the classroom. Assist teacher in instruction. Become familiar with the students. • Become familiar with available resources, data and assessments. • Become familiar with school policies and procedures. • Meet other faculty and staff. • Learn and begin to implement classroom management plan. • Work with mentor teacher to identify research\based methodologies. • Become familiar with grade level standards and curriculum. • Read edTPA handbook.	• Plan with the student teacher for subjects to teach in the future. • Identify available resources. • Determine opportunities for co\teaching. • Help student become familiar with school policies and procedures. • Introduce student to other faculty members and staff.
2nd week	• Responsible for one subject area. May involve traditional and/or co\teaching model(s). Reflect on teaching daily. • Read edTPA handbook. • Continue recommendations from week one.	• Evaluate teaching daily. • Determine where co\teaching might be used to increase student learning.
3rd week	• Responsible for two subject areas. May involve traditional and/or co\teaching model(s). Reflect on teaching daily. • Begin edTPA portfolio. (See colloquium and Student Teaching syllabi for task due dates.)	• Evaluate teaching daily. • Determine where co\teaching might be used to increase student learning.
4th week	• Responsible for three subject areas. May involve traditional and/or co\teaching model(s). Reflect on teaching daily.	• Determine where co\teaching might be used to increase student learning.
5th week	• Responsible for four subject areas. May involve traditional and/or co\teaching model(s). Reflect on teaching on a daily basis.	• Evaluate teaching daily. • Determine where co\teaching might be used to increase student learning.
6th–15th week	• Assume all teaching responsibilities. May involve traditional and/or co\teaching model(s). • Assume all responsibilities for managing an entire classroom. Reflect on teaching daily. • Complete Midterm evaluation during Week 8. • Complete edTPA portfolio by assigned deadline.	• Evaluate teaching daily. • Determine where co\teaching might be used to increase student learning. • **Complete Midterm evaluation done in collaboration with University of Akron Supervisor and Student Teacher.**
16th week	• Return a portion of the teaching responsibilities to the classroom teacher OR continue teaching and/or observe other situations. Decisions about returning responsibilities to the mentor teacher are made by the student teaching team on an individual basis based on individual needs.	• **Final Evaluation done in collaboration with University of Akron Supervisor and Student Teacher.**

Sixteen Week *Recommended* Weekly Student Teaching Schedule
(If not following the Co-Teaching Model exclusively)

Adolescent/Young Adult (AYA)

	The student teacher will…	The mentor teacher will…
1st ‖3rd week	• Observe the classroom. Assist teacher in instruction. Become familiar with the students. • Implement small group instruction, 1:1 instruction, tutoring, etc. • Become familiar with available resources, data and assessments. • Become familiar with school policies and procedures. • Meet other faculty and staff. • Learn and begin to implement classroom management plan. • Work with mentor teacher to identify research\based methodologies. • Become familiar with grade level standards and curriculum. • Read edTPA handbook.	• Share information regarding content that will be taught first by student teacher. Determine where co\teaching might be used to increase student learning. • Help student become familiar with school policies and procedures. • Introduce student to other faculty members and staff.
4th week	• Responsible for one to three classes. (Usually the same preparation). May involve traditional and/or co\teaching Observe the classroom. Reflect on teaching daily. • Continue recommendations from weeks 1\ 3. • Begin edTPA portfolio. (Refer to colloquium and Student Teaching syllabi for task deadlines.	• Plan subjects and/or classes to teach in the future. • Determine where co\teaching might be used to increase student learning.
5th‖7th week	• Add additional classes or preparation. • May involve traditional and/or co\teaching. • Observe the classroom. Reflect on teaching daily.	• Plan subjects and/or classes to teach in the future. • Determine where co\teaching might be used to increase studentlearning.
7th‖15th week	• Assume all subject teaching responsibilities. • May involve traditional and/or co\teaching model(s). Reflect on teaching daily. • Complete Midterm evaluation in week ten. • Complete edTPA portfolio by assigned deadline.	• Evaluate teaching on a daily basis. **Midterm Evaluation completed in week 8 done collaboratively with University Supervisor and Student Teacher.** • Work with University Supervisor to use this opportunity for goal setting. Determine where co\teaching might be used to increase student learning.
16th week	• Return a portion of the teaching responsibilities to the classroom teacher OR continue teaching and/or observe other situations. May involve traditional and/or co\teaching model(s). • Decisions about returning responsibilities to the mentor teacher are made by the student teaching team on an individual basis based on individual needs	• **Final Evaluation done in collaboration with University of Akron Supervisor and Student Teacher.**

Resources

eTRAIN (electronic Teacher Resource and Information Network)

1. Found on Springboard under “ongoing” sites and on Student Teaching website under“resources.”
2. Use as a resource for finding curriculum and lesson plans tips on various pedagogicalstrategies, assessments, technology, etc.
3. FREE

4. You will always have access to it!

You will find a multitude of websites under each scroll down (Curriculum, Pedagogy, Assessment, Technology, Professional Development, Student Teacher Resources, Career.) Examples of when to use eTRAIN:

- When you are looking for creative lesson plans look under Curriculum and the specific
  licensure area.

- When you need help in differentiating instruction look under Pedagogy.

- When you need some assistance in developing rubrics, or creative project-basedassessments look under Assessments.
- When you want to incorporate technology into the lesson but needs some ideas look
  under Technology.

- When you are preparing for a job search. look under Career.

Thousands of links are available!

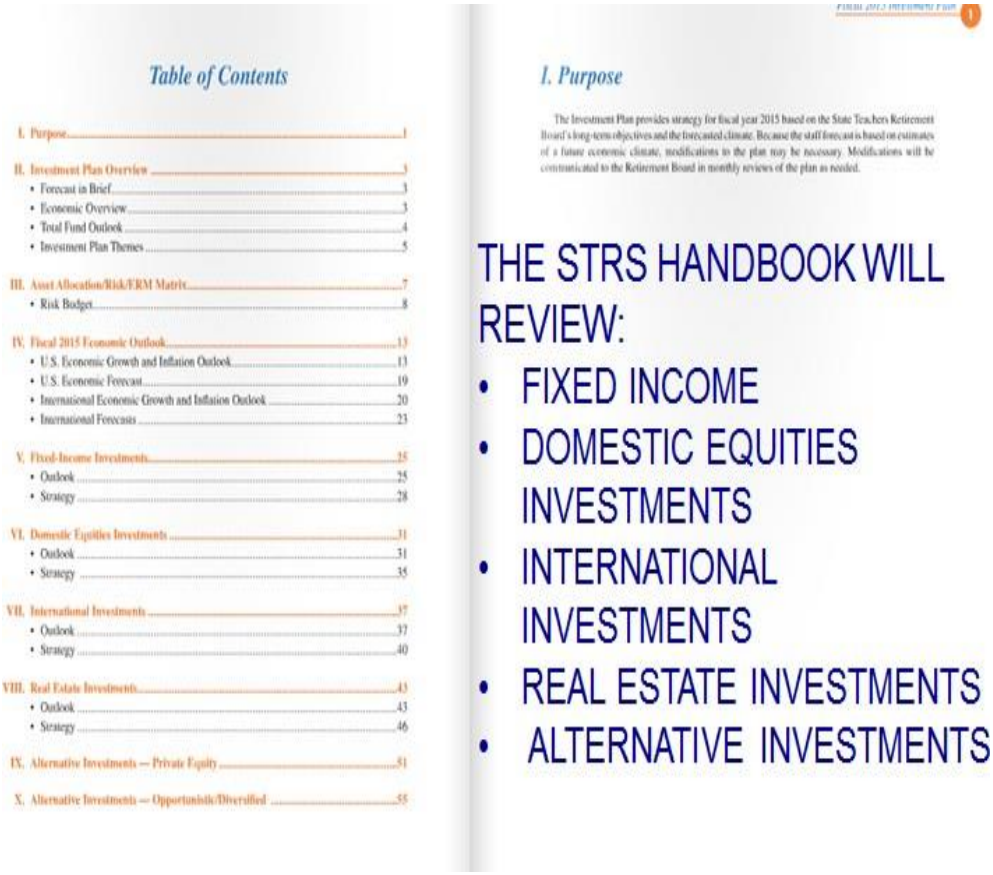
State Teachers Retirement System (STRS) https://www.strsoh.org/browser.html

The above link is for the State Teacher Retirement System of Ohio. When you sign a contract to teach in a school district that pays into STRS, you will have a set amount of time to select the retirement program you want to use.

Talk with a financial advisor or other people who can give you sound advice about retirement options. Selecting which investment opportunity, you want is important, and some choices cannot be changed once you log in.

Go to the STRS site and read through their handbook on investment plans so you can make an informed decision.

https://www.strsoh.org/publications/annualreports/investplans.html#investplans



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I. Purpose

The Investment Plan provides strategy for fiscal year 2015 based on the State Teachers Retirement Board's long-term objectives and the forecasted climate. Because the staff forecast is based on estimates of a future economic climate, modifications to the plan may be necessary. Modifications will be communicated to the Retirement Board in monthly reviews of the plan as needed.

THE STRS HANDBOOK WILL REVIEW:

- FIXED INCOME
- DOMESTIC EQUITIES INVESTMENTS
- INTERNATIONAL INVESTMENTS
- REAL ESTATE INVESTMENTS
- ALTERNATIVE INVESTMENTS

Ohio Education Association (OEA)—Insurance benefit

Why become a student member of OEA?

- IF a problem, accident, issue arises during your placement, UA does NOT carry insurance on our students. Students are expected to have their own liability insurance.

- You can check to see if you have such liability insurance through your (or your parent's)insurance policies. Better to be safe than must deal with financial problems.

- For each year you are a student member, you can receive a $20 rebate toward your firstyear of full\time membership dues after you land a job.

OEA coverage is $34 a year

- **Coverage A W Educators Liability**
  - $1,000,000 per member per **occurrence** not to include any civil right issues orcivil rights **claims**
  - $300,000 per member per **occurrence** for civil rights issues or civil rights **claims**
    and not to include any other **claims**
  - $3,000,000 per **occurrence** aggregate for all **claims**, including civil rights andcivil rights **claims**

- **Coverage A W Legal Defense Cost Limits**
  - $3,000,000 per member per **occurrence** not to include any civil right issues orcivil rights **claims**
  - $9,000,000 per **occurrence** aggregate for all **claims**, not to include any civil rightissues or civil rights **claims**

- **Coverage B W Reimbursement of Attorney Fees for Defense of a Criminal Proceeding**
  - $35,000 per criminal proceeding

- **Coverage C W Bail Bond**
  - $1,000 per bond

- **Coverage D W AssaultRelated Personal Property Damage**
  - $500 per **assault**

I have come to a frightening conclusion.

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

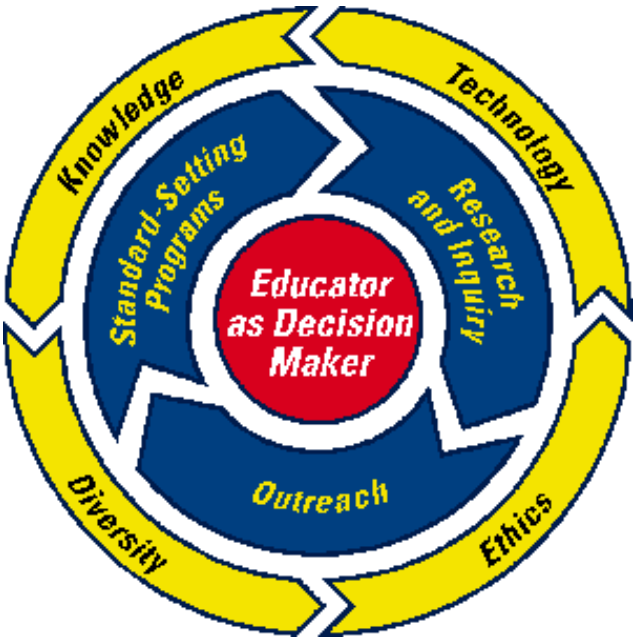
As a teacher, I possess a tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humor, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

Haim Ginott
Between Teacher and Child



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LeBron James Family Foundation
School of Education
Office of Student Teaching