WRIGHT STATE UNIVERSITY

College of Health, Education, and Human Services

Teacher Candidate Handbook
For HPR 4100 and Phase 3 Teacher Candidates

Office of Partnerships & Field Experiences
120 Millett Hall
937-775-2107
cheh-opfe@wright.edu
Revised November 2025

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College of Health, Education, and Human Services
Office of Partnerships and Field Experiences
120 Millett Hall
3640 Colonel Glenn Hwy.
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(937) 775-2107

2025-26 Academic Year

Dear Teacher Candidate,

Congratulations on entering into this final yearlong field experience/student teaching term phase of your educator preparation Program at Wright State University! This is the phase during which you will answer the essential question, "Who am I as a teacher?"

The goal of your field experience course is to provide you with an opportunity to develop your professional skills and to help prepare you for your future role of educator. This handbook contains important information to your success; it is important that you read this information and use it as a guide. Please pay close attention to your roles and responsibilities as a student teacher and the roles of responsibilities of those who are working with you.

We wish you the best as you proceed through this phase of your program. We will do our best to offer a traditional field experience, but we expect your flexibility as we navigate the semester. You will need to follow all policies and procedures of your assigned placement school. If you have ANY questions or concerns, please contact our office and we will work to answer your questions and support you to the best of our ability.

Thank you for choosing Wright State University and representing the University positively as you work in the field!

Sincerely,

The OPFE Team

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Location: 120 Millett Hall   **Phone:** 937-775-2107   **Email:** cheh-opfe@wright.edu

Mission Statement:
To develop quality professionals who are engaged with the communities we serve through mutually beneficial partnerships and diverse field experiences

Administration:
Director: Tracey Kramer, Instructor of record, oversees all field supervisors & requirements
tracey.kramer@wright.edu, (937) 775-2995

Assistant Director: Amy Elston, Coordinates and maintains partnership district relationships
amy.elston@wright.edu, (937) 775-4473

Administrative Support Coordinator: Cyndi Parsons, Ensures smooth day-to-day operation of OPFE
cyndi.parsons@wright.edu, (937) 775-4942

Program Coordinator: Michael Sumpter, Assists with placement coordination
michael.sumpter@wright.edu, (937)775-3954

Program Coordinator: Miranda Leavitt, Assists with affiliation agreements
miranda.leavitt@wright.edu, (937)775-3458

Student Employees
We have an amazing support staff in the form of student employment in OPFE. Sometimes these students will email on behalf of OPFE. All OPFE student employee emails will come from a generic account beginning with pfe. Please read and reply to these emails. For all questions about your field course, email the OPFE Director.
Note: *WSU policy requires all email correspondence to occur only through the WSU email account. OPFE will not respond to outside emails except to redirect you to contact us through your registered WSU email address.*

Office Hours: We plan to staff the office M-F from 8:30-5:00 PM but may need to close the office at times. You may always call or email before dropping by. Appointments may be scheduled as well.

Watermark Student Learning and Licensure (WMSLL): WSU's Electronic Web-Based Assessment System
• WMSLL is used by OPFE to keep track of: Attendance, Placements and Supervisors, and Assessments / Evaluations
• You may contact OPFE for WMSLL and related topics, such as completing a field application, completing time logs and other assignments, helping your cooperating teacher log on for assessments.

GoReact: A cloud-based video feedback system used by OPFE in phase 2 and 3 to gather evidence of performance in placement via video recordings.

PLEASE NOTE & USE THESE TERMS CORRECTLY:
Field Experience: All placements in schools until candidate's final semester.
Phase 1- early field experiences; some programs have two of these
Phase 2- indicates taking an educational methods class or two while in the field
Phase 2YL- indicates taking an educational methods class while in the field, YL= Yearlong, will be in same setting in the spring
Phase 3- Student Teaching, Candidate's FINAL experience only, full time work

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OPFE arranges all placements in conjunction with and at the recommendation of school district administrators.

- Candidates are not permitted to arrange their own placements.
- OPFE places candidates within an approximate 30-mile radius of Dayton campus.
- When possible, OPFE takes into consideration a candidate's current address of residence on file with OPFE
  - If a candidate wishes to request a change in placement, the candidate must complete a "Request for Field Experience Reassignment" form. This form may be obtained by emailing the OPFE Director.
- Candidates may be required to complete specific requests, unique to particular school sites, to be approved for placements. Examples include but are not limited to: taking copies of background checks to the school, completing a physical examination, and taking and passing a drug screening.
- OPFE must have a current affiliation agreement on file with a school district to allow placement. We place candidates in over 80 different school districts. We have unique formal partnerships with 9 school districts that focus on collaborative endeavors, in addition to placements.
  - **Formal Partnerships:** Bellbrook-Sugarcreek Schools, Dayton Public Schools, Dayton Regional STEM School, Fairborn City Schools, Milton-Union Exempted Village Schools, Huber Heights City Schools, Trotwood-Madison City Schools, Troy City Schools, West Carrollton City Schools
- Accommodations recommended by The Office of Disability Services (ODS) may be made for teacher candidates who have a documented disability and are registered with ODS. It is the responsibility of the candidate, with a documented disability, to disclose to OPFE if there are any special circumstances that need to be considered BEFORE the Field Experience begins.
- We strive to place teacher candidates in a variety of school settings, considering demographic and geographic characteristics of schools. (See ODE's Typology of School Districts.) To give all teacher candidates an array of formal supervised field experiences in various settings, candidates will be placed in a minimum of **three different** settings for the duration of their education preparation journey at WSU. Educator preparation faculty encourage candidates to take advantage of this policy and to embrace the plan of three different settings. If candidates seek to return to a prior field setting for a final student teaching experience, candidates must have fulfilled the requirement of attending three different school settings in the semesters prior to the yearlong or student teaching experience.
  - Elementary education candidates may choose to take the optional ED 2750 field course to achieve 3 different settings prior to the yearlong or student teaching experience.
  - All other program candidates may take ED 2750 again, as a repeatable course, to achieve 3 different settings prior to the yearlong or student teaching experience.
- We will not place candidates in…
  - Schools/Districts where the candidate attended within the past 10 years.
  - Schools/Districts where family members/personal friends of the candidate currently attend or work.
  - Schools where candidates completed a prior field experience (unless 3 different settings are documented from prior experiences).
  - Schools/Districts where the candidate solicits his/her/their own placement.
- Candidates with exceptional circumstances may email the Director of the Office of Partnerships and Field Experiences to request an appeal form asking for an exception to the placement policy. Exceptions are rare. Appeals must contain supporting evidence. Appeals will be reviewed if submitted by the deadline.
  - **Deadlines for Placement Application-** fall- Jan. 15; spring- Sept. 15
  - **Deadlines for Placement Policy appeals**-fall- Jan. 30; spring- Sept. 30

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Field Placement Notification

- Placement information will be shared once:
  - Candidates have met the GPA and/or program requirements to begin field placement.
  - Candidates have up-to-date and valid background checks on file with OPFE.
  - Candidates have established their Pre-Service Teacher Permit with Ohio and sent it to OPFE.
  - Candidates are registered for the correct field experience course and section.
  - Candidates have attended any required field placement orientations.
  - OPFE has received confirmation from the building/district administrator.

- Candidates will be notified via automatic email when their placement details are posted. Placement details will be available through Watermark Student Learning and Licensure (WMSLL). How to Guides about WMSLL are posted on all Field Course Pilot pages.

Making Initial Contact with the Cooperating Teacher(s)

- As soon as candidates learn of their placements, they are encouraged to read and review available online information regarding their assigned school. School starting/ending times, school calendar, and school initiatives would be beneficial to learn ahead of time.

- After an online review of the school, candidates should promptly contact their cooperating teacher (CT) via a professional email. If two cooperating teachers are listed, the candidate should email both CTs.

  - To include in the introductory CT email:
    - Brief introduction about yourself/background
    - Express excitement about placement/future learning
    - Details regarding schedule (days/times)
    - Offer an opportunity to meet before the placement begins, if possible (ex) help set up the classroom in the summer
    - Share phone number
    - Have a professional closing and signature

  - Wait 3-4 days before sending a second email if CT has not replied.

  - If after two email attempts, the CT has not responded, the candidate should contact the school's main office and leave a message for the CT stating the intended start date, and ask that the CT return the call at a convenient time. Note that sometimes emails go to Clutter or Junk folders.

  - If the CT does not return the phone message after 3 days, the candidate should reach out to OPFE for assistance. If the candidate learns that the CT is no longer working at the school, the candidate should contact OPFE immediately.
    - If someone at the school has made changes to a candidate's placement, the candidate should notify OPFE immediately. This can include, but is not limited to changes in subject, changes in grade level, changes in CT, changes in school.

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State Board of Education Preservice Teacher Permit (PTP)

Any teacher candidate placed in an education field setting must hold an Ohio Preservice Teacher Permit (PTP). This law was part of HB 33. See ORC 3319.0812. Students may **not** begin placements without the PTP.

- Students may apply for a 1-year or 3-year permit.
- Fees for this permit are determined by the State Board of Education and are subject to change. Currently the fee is $25.00 per year, $75.00 for the 3-year permit.
- At the time of application, the State Board of Education must have received valid and current BCI/FBI background check reports sent to them electronically. Therefore, background checks must be no older than one year (364 days) at the time the State Board of Education issues a PTP.
- Candidates may not begin a field placement course until OPFE has a current valid Ohio PTP on file, and physical copies of current valid BCI/FBI background check reports.
- All candidates who apply for the PTP will be enrolled in the RAPBACK system.
- Schools may employ candidates with PTPs as substitute teachers with compensation. See WSU Subbing Policy.
- Candidates may apply now through the OH|ID Educator Licensure and Records (CORE) account.
  - The first step is to obtain an OH|ID account. Visit: https://ohid.ohio.gov/wps/portal/gov/ohid/login and select create account if needed.
  - Once in the OH|ID account, click the Educator Licensure and Records (CORE) tile. If this tile/application is not on your home page, search for CORE in the Available Applications and add it.
  - A CORE User Manual is available here: https://dam.assets.ohio.gov/image/upload/sboe.ohio.gov/Educator-Evaluations/Resources/Core-User-Manual.pdf
- Candidates who were issued a PTP with another university must apply and pay to transfer their PTP to WSU.

Background Check Policies and Information

- Electronic fingerprinting is available in OPFE by appointment only during scheduled open hours. Appointments may be made by going to https://opfe.setmore.com/. Electronic fingerprinting is also available through many county sheriff's offices if you prefer to investigate this option. Costs vary by location. Be aware that processing for electronic fingerprinting may take 6 weeks.
- When candidates are ready to complete their background checks, they need this information.
  - Candidates should request that a copy of the BCI and FBI report be sent to OPFE at this address: Wright State University, CHEH, Attn: OPFE, 3640 Colonel Glenn Highway, 120 Millett Hall, Dayton OH 45435
  - The BCI/FBI reason needed is Licensure with the Ohio Department of Education; CODE is 3319.291
  - Request that a copy be directly sent to the State Board of Education (Ohio Dept. of Education)
  - The price varies depending on where you get your background checks completed. However, prices range $50-$80 USD
- OPFE cannot accept background checks completed for reasons other than Licensure with the Ohio Department of Education. Only BCI/FBI reports with the 3319.291 codes will be accepted.

- FBI and BCI reports are valid for the duration of the Preservice Teacher Permit (PTP). Candidates with expired permits will have to obtain new BCI/FBI background check reports and apply for the PTP again.

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Note that some districts may require a new BCI/FBI annually. If candidates are placed in one of these districts, they may have to obtain a new BCI/FBI, even if their PTP is current.

- Candidates may request a copy of their BCI and FBI reports from OPFE at any time. The FBI requires that copies be given directly to the candidate, who must provide photo identification and sign for the release of the report when the candidate picks the report up from OPFE. OPFE cannot mail, FAX, or email copies to anyone, including the candidate.

- If the BCI or FBI background check reveals information that could potentially preclude a candidate from placement, OPFE will discuss the BCI or FBI report with the candidate before the field experience starts.
    - Individuals who have been convicted of a crime may be ineligible to obtain an educator license through the state.   OPFE does not decide whether a candidate is eligible to obtain an educator license. Candidates should contact the departments of education in the states for which they seek licensure to determine if they are eligible for a license. Eligibility for a field experience does not guarantee the candidate will receive an educator license.

- Candidates whose BCI or FBI background checks reveal information that could potentially preclude the candidate from placement must report this information to the building administrator at the placement site prior to starting the field experience. The candidates must arrange a meeting with the building administrator and provide the building administrator with a "Background Check Disclosure Agreement". The decision to accept for placement a candidate whose BCI or FBI background checks reveal information that could potentially preclude the candidate from placement is at the discretion of the building administrator. OPFE cannot force a placement site to accept a candidate for field experience placement. Once the building administrator completes the "Background Check Disclosure Agreement," it is the candidate's responsibility to return the completed Agreement to OPFE. Candidates who do not return the completed "Background Check Disclosure Agreement" will be ineligible for field experience.

- Candidates whose BCI or FBI background checks reveal information that preclude the candidate from placement at the assigned field experience site will be ineligible to complete a field experience in the semester in which the candidate is not accepted for placement. Candidates who are denied field experience placement in one semester may reapply for field experience placement in a different semester; however, OPFE cannot guarantee that such candidates will be accepted for placement by another assigned field experience site. Candidates who are unable to obtain acceptance for placement at an assigned field experience site and are thus unable to complete the required field experience components of their respective degree programs will be unable to complete their programs. Candidates with outstanding arrest warrants will be ineligible for a field placement.

- All candidates with an Ohio Preservice Teacher Permit will automatically be enrolled in Rapback (Retained Applicant Fingerprint Database). Once enrolled in Rapback, a candidate's fingerprints are automatically compared with incoming arrest and disposition information. Comparisons are initiated in real-time as new arrests and judicial information become available. WSU will be notified of any arrests or convictions as they occur. Placement school district administrators will be notified by WSU with the candidate being required to disclose the report to the placement school administrator. Candidates with a Rapback report will have to meet with the OPFE Director, Placement Administrator(s), and may be ineligible for continued placement. OPFE Removal Policy will be followed in these cases.

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Phase 2 YL- First Semester of Yearlong Field Experience (fall only courses)
Graduate Level: ED 6430(SS), ED 6440(LA), ED 6450(MTH), ED 6460(SCI), ED 6250(MCE)
Undergraduate Level: ED 4450(AYA), ED 4350(MA), ED 4310(MCE), EED 4210(EED), EDS 4720(IS)

- Candidates begin attending their assigned school's first Teacher Work Day in August. Note that teachers often must begin before the P-12 students' first day. They attend 5 days a week, following the school's calendar, until the WSU semester begins. **This time before the WSU term begins is REQUIRED time. All candidates are held accountable for this scheduled time individually since districts may start on different days.**

- Once WSU begins its fall term, candidates attend 2 full days per week during the **entire** 14-week semester, following the cooperating teacher's contractual schedule. Consecutive days are preferred where the program course schedule allows.

- Candidates must earn a minimum of 240 hours for this course and maintain the agreed upon schedule through the Friday before finals week.

- Candidates will attend approximately 8 hours of youth mental health first aid training in the fall and may log this time as professional development toward their hour requirement.

- Candidates will begin the second part of their yearlong experience, the phase 3 student teaching course, on the Monday following the fall finals week. This means student teaching STARTS in December. They should plan accordingly. Time earned before the phase 3 starting date that places candidates above the 240 hour fall requirement does NOT apply to spring term.

Phase 3- Second Semester of Yearlong Field Experience (spring only course)
Graduate Level: ED 6530(SS), ED 6540(LA), ED 6550(MTH), ED 6560(SCI), ED 6410(MCE)
Undergraduate Level: ED 4850(AYA), ED 4750(MA), ED 4410(MCE), EED 4900(EED), EDS 4730(IS)

- Candidates begin attending the Monday after WSU fall finals week. They attend EVERY day until their assigned school's holiday break starts. **This time before the WSU spring term begins is REQUIRED time and counts toward the student teaching hour requirement.**

- Candidates return with the assigned school's first day back in January, attending 5 days a week, following the cooperating teacher's contractual schedule and school calendar. Candidates take spring break with their school, not WSU. Provided there is no time to make-up, candidates will have their last day on the Friday before spring term finals week.

- Candidates must earn a minimum of 525 hours during student teaching and attend consistently through the Friday before finals week.

- Candidates may log up to 16 hours for completing edTPA during their student teaching work hours. Candidates must approve these absences with their CTs and are responsible for leaving substitute plans. These hours are for edTPA use only.

- Candidates may log up to 8 hours to attend a career fair. If the fair is during the school day, candidates must approve this absence with their CTs and are responsible for leaving substitute plans. Evidence of attendance must be uploaded to time logs.

- Candidates in phase 3 must leave substitute teaching lesson plans for any absences they take.

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Phase 3 Student Teachers- Single Term ONLY

Graduate Level: EDS 7230 (IS)
Undergraduate Level: ED 4900 (MUSIC) and HPR 4290 (Health/PE)

- Candidates begin attending their assigned school's first Teacher Work Day in August. Note that teachers often must begin before the P-12 students' first day. They attend 5 days a week, following the school's calendar. **This time before the WSU term begins is REQUIRED time. All candidates are held accountable for this scheduled time individually since districts may start on different days.**

- Provided there is no time to make-up, candidates will have their last day on the Friday before fall term finals week.

- Candidates must earn a minimum of 525 hours during student teaching and attend consistently through the Friday before finals week.

- Candidates may log up to 16 hours for completing edTPA during their student teaching work hours. Candidates must approve these absences with their CTs and are responsible for leaving substitute plans. These hours are for edTPA use only.

- Candidates will attend approximately 8 hours of youth mental health first aid training in the fall and may log this time as professional development toward their hour requirement.

- Candidates may log up to 8 hours to attend a career fair. If the fair is during the school day, candidates must approve this absence with their CTs and are responsible for leaving substitute plans. Evidence of attendance must be uploaded to time logs.

- Candidates in phase 3 must leave substitute teaching lesson plans for any absences they take.

Health/PE ONLY

- For phase 2, HPR 4100, candidates attend 9 hours a week, designing a schedule that allows them to focus on health education. They must log a minimum of 120 hours for the entire 14- week spring term, following a consistent schedule each week.

- For HPR 4290, ideally, candidates will be able to return to their HPR 3100 and HPR 4100 settings to complete their student teaching term. Although this is the goal, it is not always the case.

- Candidates will divide their HPR 4290 fall term in half to work in a PE placement and a health placement. They will determine which placement will be first by talking to their Health/PE program director and approving this schedule with both settings.

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Additional Attendance Policies for EACH TERM/PHASE

- Candidates must report all personal absences to Cooperating Teacher(s) and Supervisor via phone call or email before their presence is expected. Tardiness should be reported immediately, as possible. Candidates should also notify the Supervisor of any school closures, in case he/she is planning on making a "surprise visit" to the classroom.

- ALL absences and school closures must be reported on WMSLL, even if time is made up on other days. Any deviation from the planned and approved schedule must be noted. See Time Log Directions posted on course Pilot page for details about logging 0 hours earned on planned days.

- **Any** absences for personal reasons must be made up **if they cause the candidate to drop below the minimum hour requirement.** This includes sickness, family situations, deaths in the family, surgery, court appearances, car issues, etc. Finals week may be used for make-up time. Note that candidates with excessive personal absences may be removed from their placement.

- School closures for breaks, holidays and calamity days will need to be made up if they cause the candidate to drop below the hour requirement.

- Candidates should attend any placement school meetings/professional development offered by their placement sites. They may log these hours if they attend. They should also plan to attend evening events like parent/teacher conferences, open houses, etc. that do not interfere with any WSU scheduled courses. Candidates may also request that professional development opportunities, outside of those offered by their school or OPFE, count toward attendance hours. Requests must be made to OPFE in advance of the event.

- Candidates may not finish a placement early if they have reached any minimum hour requirements before the end of the term.

- Attending finals week, attending on any available nonscheduled placement days, and spending extra time before and after the contract day may be used to accumulate additional hours. All additional attendance must be approved by CT in advance.

- Candidates must follow building sign-in and sign-out requirements and should wear identification (name badges, WSU ID) recommended by the school.

- For the safety of the students at the school sites, if a candidate is absent for three or more consecutive "assigned days," an official excuse note is required. Candidates may be asked to submit a note from a doctor or health clinic stating that they were seen by a physician and able to return to their placement on their next scheduled day. "Consecutive days" are considered as the days those candidates are scheduled to be at their assigned school site. For example, a candidate scheduled at their school site on Mondays and Fridays misses both days in one week or misses a Friday of one week and the Monday immediately after, these days would be considered consecutive. Candidates should contact OPFE if they are unsure of whether an excuse note is required.

- Candidates will document field placement hours on their Watermark SLL Time Logs. All attendance documentation is due weekly. Time logs for each week will be due Sunday by 11:59 PM of that week and candidates must follow all guidelines for this assignment. Cooperating teachers must approve all time log entries.

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Earning Additional Hours for Attendance Clarification

We acknowledge that attending additional field hours benefits learning and helps candidates gain important experience. To clarify what constitutes allowable field hours, review the chart below.

Additional Hours to Count	Additional Hours that DO NOT Count
• Working outside of your normal schedule in your assigned classroom- arriving early, staying late to assist CT with planning, preparation, and/or grading • Tutoring students at your placement outside of your scheduled time • Assisting with after-school activities at your placement (sporting events, family nights, concerts, plays, and other school functions) • Attending Parent-Teacher conferences, Open House, Meet the Teacher Night • Professional development (PD) or a professional service (PS) that is approved by OPFE in advance. If not offered by OPFE, send an email explaining the PD or PS for approval to your assigned GA. If approved, keep evidence of attendance. Examples of evidence could be an agenda, handout, certificate, or email/letter verification of the PD or PS. Evidence does not need to be uploaded if the event is held at the placement school and the CT can verify attendance. • Volunteering at pre-approved OPFE events; notices of any such events will be emailed	• Volunteering and tutoring at schools that are requirements of other education courses, such as the ED 2100: Education in a Democracy course. • Visiting/Subbing other schools that are not your assigned placement • Paid coaching or paid employment working with students outside of and unconnected to your assigned classroom • Professional development and education-related volunteer opportunities not approved by OPFE ahead of time. • Attending activities at your placement, but not helping in some capacity (i.e. watching a basketball game or a school play) • Grading papers or accomplishing other placement-related work while you are at home • Staying late to use the placement's resources to work on your own personal homework or projects • If you are unsure, ask OPFE before presuming that hours you would like to count will count

Professional Conduct

Teacher candidates will follow the same policies and expectations for licensed teachers as outlined in Ohio's Licensure Code of Professional Conduct. The cooperating teacher should provide clear directions and closely monitor a candidate's behaviors in this regard in order that misunderstandings not occur. The code is summarized below.
https://sboe.ohio.gov/professional-conduct/code-of-conduct/code-of-conduct

- Candidates shall behave as positive role models to both students and adults. They are responsible for preserving the dignity and integrity of the teaching profession. Conduct unbecoming to the profession includes but is not limited to the following actions: incapacity to carry out responsibilities; violating state or federal laws; disparaging a colleague, peer, or student; harassing, intimidating, or retaliating against a colleague, peer, or student; failing to complete a criminal background check; sexual harassment of any kind; committing academic dishonesty.

- Candidates should maintain a professional relationship with all students at all times, both in and out of the classroom. Candidates must refrain from conduct unbecoming of a candidate. Examples include but are not limited to committing any act of sexual abuse or engaging in inappropriate sexual conduct with a student; using inappropriate language or gestures; disparaging a student; committing an act of cruelty to a student; soliciting, encouraging, engaging in an inappropriate relationship with a student; using technology, including social media, to promote inappropriate communications with students.

- Candidates will accurately report information required by law. Conduct unbecoming to the profession includes, but is not limited to the following actions: falsifying, misrepresenting, or omitting information submitted to federal, state, and governmental agencies; falsifying, misrepresenting, or omitting information related to absences; falsifying, misrepresenting, or omitting information related to the evaluation of students; failing to make a mandated report of a violation of state or federal law.

- Candidates will not engage in criminal activity as evidenced by a criminal conviction, guilty pleas, finding of guilt or participation in a court-ordered diversion or treatment in lieu of conviction program.

- Candidates shall comply with state and federal laws related to maintaining confidential information. As professionals, candidates are expected to uphold the confidentiality of the information of the students in the classroom. If a candidate must share student information with another individual: Make sure the individual is an appropriate school representative and make sure to share only necessary information that is relevant to the topic.

- Candidates shall not use, possess, or unlawfully distribute illegal or unauthorized drugs. Candidates shall not use alcohol during any school activity involving students. Candidates shall not use tobacco during any school activity except in a designated area.

- Candidates shall ensure all school funds are managed responsibly and all school property is not used for personal gain. Candidates shall not make decisions based upon gifts, gratuities, favors, or the socioeconomic status of others.

- Candidates shall always use technology, electronic communications, and social media in a responsible and professional manner and appropriately safeguard the unauthorized use or access to electronic devices and data entrusted to them. They should also make sure the images presented on any social media sites, email, and voicemail convey a professional image.

- OPFE requires that candidates leave cell phones in a secure location during the school day. If a cell phone must be checked during the day due to an emergency, OPFE encourages candidates to discuss with the CT and make them aware of the situation.

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Candidate Removal Policy

Wright State University is committed to the success of every teacher candidate. WSU works with all involved parties to ensure a positive experience for the candidate, the cooperating teacher, and the P-12 students. Despite these efforts, situations may arise in which a candidate may be removed from the candidate's field experience placement site. Teacher candidates are guests of the school in which they are placed. If the field experience placement site asks a candidate to leave for any reason, the candidate must immediately comply.

The candidate may be removed from a field experience placement site by any of the following:
- The cooperating teacher (CT).
- The principal or other administrator at the field experience placement site.
- The director of the Office of Partnerships and Field Experiences (OPFE).

Circumstances under which a candidate may be removed include but are not limited to:
- Non-adherence to policy and/or procedures of the field experience placement site.
- Lack of a current, valid, and acceptable BCI/FBI background check.
- Failure to comply with field experience placement site and WSU attendance and punctuality directives.
- Failure to meet course expectations as outlined in the course syllabus and candidate handbook.
- Unsatisfactory progress on field-based assessments.
- Failure to meet moral and ethical standards of the profession as defined by both the field experience placement site and the University.
- Insubordination, disrespect to school or University personnel.
- Posing an immediate threat to the safety, health, or welfare of the candidate, P-12 students, other teacher candidates, WSU faculty, the field experience placement site personnel, and/or other constituencies.

OPFE cannot prohibit a field experience placement site from removing a candidate from his/her assigned placement.

If a candidate is removed from a field experience placement site, the director of OPFE will work with the candidate's program director, cooperating teacher, and university supervisor to determine one of the following courses of action for the candidate:
- The candidate will earn a grade of "U" (Unsatisfactory) for the course. The candidate will be given one additional opportunity to apply to repeat the field experience during another semester. The candidate will be required to implement an individualized action plan, designed by the director of OPFE, during the semester in which the candidate repeats the course. If the candidate is not successful in completing the field experience on the second attempt, the candidate will not be permitted to re-apply to repeat the field experience course.
- The candidate may be permitted to finish the field experience, during the same academic semester, at a new placement site based on the specific context of the removal. Permission to transfer to a new placement site will be at the discretion of the director of OPFE based on the facts surrounding the removal. The candidate will be required to implement an individualized action plan, designed by the director of OPFE. If the candidate is not successful in completing the field experience at the new placement site, the candidate will earn a grade of "U" (Unsatisfactory), and the candidate will not be permitted to re-apply to repeat the field experience course.

Candidates who are not able to complete their field experience components of their respective degree programs because of the situations outlined above will be unable to complete their programs of study.

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Appearance

- Candidates are expected to maintain a professional appearance while in the classroom. We are guests in the schools and must follow each assigned school's policies for professional appearance and dress code.
- Please refer to the school/district's teacher handbook for <u>specific</u> district dress code, but the following guidelines are recommended by OPFE, though may vary by district:
  - Button-up dress shirt or polo shirt, Optional tie, Casual dress pants/khakis, Knee length dresses or skirts, Dress/casual shoes
- Candidates are not to wear flip-flops.
- Candidates are not to wear low cut shirts or shirts that do not cover the waist.
- Candidates are not to wear jeans, unless approved by the school for a special dress-down day.
- Candidates are not to wear leggings or tights without wearing appropriate length tops to cover the backside.
- School sites may have dress-down days. Candidates may participate, if desired.
- Candidates will follow all placement school assigned mask policies. If required, they will wear masks that cover their nose and mouth properly.
- Hair color (may vary by district)
  - If a candidate's hair color does not meet the school's standard or policies, candidates may be asked to change hair color to comply with school polices.
- Tattoos and piercings (may vary by district)
  - If a candidate's tattoo(s) and/or piercing(s) do not meet the school's standard or policies, candidates must cover the tattoo(s) or remove piercing(s) in question while attending their school site.

Candidates who do not comply with their assigned school's appearance standards will be removed from the school placement. OPFE Removal Policy will be followed.

Remote Learning Professional Expectations

- Backgrounds should be professional. Use virtual backgrounds as much as possible.
- Ensure any profile pictures are professional.
- Be cognizant of any screen sharing to ensure that all shareable content is appropriate; this includes files/tabs not being used but may be viewed when sharing a screen.
- Minimize background noise and distractions.
- Troubleshoot technology issues before scheduled times. Log on early to check connectivity, video and sound.
- Do not eat during class lessons or professional meetings.
- Maintain appropriate professional dress as described above.
- Arrive on time or early to all online meetings.
- Maintain appropriate communication with students while using any technology tools or chat functions.

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Legal Issues

Liability coverage:
WSU provides limited liability for teacher candidates registered for field experience. Liability coverage does not include illness or injuries. This applies to scheduled/approved field experience days. Unless a teacher candidate is subbing and approved to sub for his/her/their cooperating teacher, he/she may not be left alone (without a teacher present) in the classroom, library, playground, etc. If this becomes a problem, a candidate needs to speak to his or her supervisor for assistance.

Health Coverage: Health coverage is a teacher candidate's individual responsibility. Liability insurance does not cover illness or injuries.

Confidentiality: As professionals, teacher candidates are expected to uphold the confidentiality of the information of the students in the classroom.
- Federal law guarantees the confidentiality of student information.
- If a candidate must share student information with another individual:
  - Make sure the individual is an appropriate school representative.
  - Make sure to share only necessary information that is relevant to the topic.

Child Abuse: As professionals, teacher candidates are mandated reporters in Ohio and are legally obligated to report suspected child abuse. See the following:

TEACHERS DUTY TO REPORT TO CHILDREN SERVICES http://www.ohea.org/teachers-and-childrens-services-investigations
Ohio Revised Code Section 2151.421 (Key Provisions)

A.1. (a) — <u>Duty to Report</u>
Persons in certain official positions who know or suspect that abuse or neglect has occurred to a child under eighteen (18) or mentally retarded, developmentally disabled or physically impaired child under age twenty-one (21) shall immediately report that knowledge or suspicion to the county public children services agency or the municipal or county peace officer in the county in which the child lives.

A.1. (b) — <u>People Required to Report</u>
Total of twenty-two (22) are listed including licensed school psychologist, speech pathologist, or audiologist, schoolteacher, school employee, or school authority.

G.1 — <u>Immunity for Making Report</u>
Persons making the report or participating in the investigation IN GOOD FAITH are immune from civil or criminal liability.

Please talk with your supervisor, cooperating teacher, and/or OPFE if you would like assistance with making a report.

Emergency and Unexpected Situations

- Ohio Revised Code 3313.536 requires the Administrator of each facility in the state of Ohio that provides educational services to children and is subject to regulation by the Ohio Department of Education and Workforce to submit an emergency management plan. Teacher candidates have a responsibility to know how they should respond in an emergency. All candidates are expected to ask their cooperating teachers to share their school's emergency preparedness plan, so the candidates understand what to do in the event of a tornado, fire, lockdown, active killer, evacuation, bomb threat, and any other district-identified emergency situations. Natural disasters and other emergencies can happen at any time, and when they happen at school, everyone should be prepared to handle them safely and effectively. This conversation needs to happen before or on the first day at the school placement. Visit Safer Schools Ohio for an example safety plan at https://ohioschoolsafetycenter.ohio.gov/home
    - When candidates find themselves in emergency situations, they should use the following to guide behavior:
        - Follow the policies and procedures of the district in which they are placed. Follow the direction of their cooperating teachers.
        - Know their surroundings, identify exit routes, and understand the action plan.
        - In an emergency, candidates are asked to please contact OPFE when safely able to do so.
- Teacher candidates are not to attend a school if the teachers are on strike. OPFE will reach out to teacher candidates if this situation occurs regarding next steps.
- Candidates are asked to avoid treating any injured students without the oversight of a faculty or staff member in the school and to report any injuries, accidents, or suspected injuries to their CT immediately.
- Candidates must avoid situations that may lead to unnecessary risks or might place them in a potentially compromising situation.
    - Examples: Driving a student home from school, sharing personal contact information with students, sharing social media information with students, playing online games with students, being alone with a student
- As the teacher of record, the cooperating teacher maintains full responsibility for the safety of the PreK-12 students at all times. Therefore, partner school districts and schools set their own guidelines and policies for how they allow teacher candidates to assume teaching responsibilities. Wright State University promotes a co-teaching model for student teaching. Teacher candidates should not be left alone in the classroom unless they are approved by their school districts to substitute teach. However, when permitted by the school administrators, a cooperating teacher may need to leave the classroom for a few minutes at a time to allow final semester teacher candidates the ability to take ownership of the classroom. Cooperating teachers or another licensed teacher should always be available to the teacher candidate if he/she encounters situations he/she cannot control. If a teacher candidate feels uncomfortable about the amount of time he/she is being left alone, he/she should speak to the cooperating teacher or supervisor to address the situation.

- **Substitute Teaching:** Candidates who hold appropriate licenses or permits (e.g. a substitute teacher license or pre-service teaching permit), and who meet the substitute teacher qualifications of a district, may (but are not required to) accept employment in that capacity if offered. Such employment is a purely private matter between the Candidate and the district, except that **the candidate must obtain approval by the OPFE Director for any long-term substitute position.** Wright State University does not guarantee that any Candidate will be offered employment in any district. The terms and conditions of such employment (compensation, benefits, working hours, qualifications, etc.) are a purely private matter between the Candidate and the district; Wright State University does not negotiate or enforce those terms and conditions of employment, and the University expressly disclaims any and all liability or responsibility for any losses or incidents that may concern a candidate's private employment.   Unless otherwise approved in advance by the OPFE Director, substitute teaching hours worked by a candidate at other districts or in other classrooms cannot be counted towards field placement requirements; only substitute teaching hours worked at the candidate's assigned cooperating teacher's classroom can be counted. Candidates cannot be pulled from their assigned placements on placement days to substitute teach in other classrooms at their placement site. Placement hours may be counted if the candidate remains in their cooperating teacher's classroom on their placement days, even if the district reassigns the cooperating teacher to sub in another classroom.

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Teacher Candidate Roles and Responsibilities

- Ask your CT to share all school emergency preparedness plans with you.
- Give student teaching responsibilities priority even though there may be other personally compelling concerns.
- Be punctual in arriving at school, at scheduled classes and at meetings in accordance with school regulations.
- Notify your CT, university supervisor, and OPFE as far in advance as possible when absence cannot be avoided and provide substitute teaching plans.
- Conduct yourself in a professional manner at all times, including dress, speech and personal habits.
- Become acquainted with and abide by school policies. Get involved in the school, become part of the staff.
- Gain an understanding of the community life as it relates to the school district through visitation to local community agencies and attendance at various community activities.
- Maintain confidentiality about students or school personnel.
- Be observant, show interest and take initiative; be prepared when responsibilities have been assumed.
- Demonstrate teaching skills that include integration of technology and differentiated instruction.
- Provide your CT and supervisor with lesson plans in advance for feedback in accordance with guidelines established. A week in advance is a good guideline to follow.
- Demonstrate effective classroom management skills.
- Demonstrate self-reflection and welcome constructive feedback. Continually reflect on your teaching. What did your students learn? How do you know? What instructional changes would you make and why? Ask your CT for feedback to help you grow.
- Perform non-instructional duties within and outside the classroom if these are expected of the CT; demonstrate the ability to assume full teaching responsibilities during student teaching.
- Attend seminars, meetings and/or in-services provided by the school.
- Keep supervisor informed about progress, problems or any other matters needing the supervisor's attention.

Additional Helpful Tips for Success

- Contact your cooperating teacher (CT) to introduce yourself early. Share your personal contact information. Consider sharing your resume or writing an "About Me" introduction. Include what you are excited about learning. Ask about school policies and procedures that you should be aware of. Complete emergency medical form for OPFE, supervisor, and your CT.
- Meet with CT early to plan a semester timeline to document how you will gradually become more involved in the classroom. Review the timeline included in this handbook to help you. If using the co-teaching model, see pages in this handbook. Finally, talk with your CT in advance about any specific course or program requirements you have.
- Kindly ask an administrator in the building they can observe you teaching a lesson to provide you with feedback.
- Send a thank you note to all who helped you during student teaching when you are finished.
- Review the assessment tools that will be used to assess your performance, so you know what it expected of you.

Why is it important to know about the school and community?

- Each school has its own mission, vision, traditions, values, and culture. Each child brings his or her own beliefs, values, culture and traditions to school. Taking the time to learn these and becoming a part of the school community can enrich candidates' experiences in their placements, allowing them to feel like members of the staff and to have a better understanding of the students.
- A school is also an integral part of the surrounding outer community. Schools may have strong affiliations and partnerships with parents, local councils, businesses, universities, religious institutions, and other non-government organizations. These partnerships can have a positive impact on student achievement and school culture. The more information candidates know about their students, schools, and the surrounding communities, the better educated they will be to understand and support their students.

What are some ways candidates may get to know the school and community?

- Take a drive around the school neighborhood. Notice the businesses, places of interest, agencies, and housing.
- Visit the local public library and/or the Chamber of Commerce.
- Research the school's website. Oftentimes, the school will share information about the surrounding community. Research the city's website.
- Find previous copies of school newsletters and/or local newspapers.
- Review greatschools.org. This website profiles public, private and charter schools and has a format for readers to leave comments. Feedback from children who attend the schools, as well as their parents, may be found here.
- Go to http://education.ohio.gov/Topics/Data/Report-Card-Resources to review the Ohio Department of Education & Workforce report card for a particular school or district.
- Talk to the faculty and staff at the school. Ask questions.
- Seek information about school policies. Obtain the school handbook.
- Take a tour of the school building.
- Attend faculty and staff meetings if allowed.
- Attend after-school events and community events if available.

School Partnerships

What is a partnership?

A formal agreement focused on guaranteeing student success and the simultaneous renewal of the involved parties through a collaborative network. Our CHEH and school partnerships seek to promote renewal of school districts and teacher education programs, promote shared decision making that is beneficial to both, prepare the best teachers possible, improve instruction, and jointly promote professional growth for all. We arrange field placement in many schools; partnership districts often have more collaborative initiatives in place, in addition to field placement.

Who are our CHEH School Partnerships?

- Bellbrook Sugarcreek City Schools
- Dayton Regional Stem School
- Huber Heights City Schools
- Trotwood City Schools
- West Carrollton City Schools
- Dayton Public Schools
- Fairborn City Schools
- Milton Union Exempted Village Schools
- Troy City Schools

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Cooperating Teacher Roles and Responsibilities

Cooperating Teacher:

> The role of the Cooperating Teacher (CT) is to act as a mentor and to provide opportunities for the candidate to experience the joys and responsibilities of the teaching profession. The CT will also complete observations and work collaboratively with the supervisor on midterm and final assessments.

Requirements:
- Completed at least three years of successful teaching.
- Holds a current and appropriate teaching license in Ohio.
- Received the recommendation of the School or District Administrator possess strong adult mentoring skills, a willingness to work with our candidates, good classroom management skills, and a record of positive impact on student learning).
- Be trained in the science of reading, using state approved science of reading materials and instruction, as applicable for placement type and subject matter.

We ask that the Cooperating Teacher:
- Prepare the learners, their parents, and the classroom for candidate's arrival. Examples include but are not limited to letter home to the parents, providing a designated workspace for the candidate, adding the candidate's name to the door or hallway, introducing the candidate to other school staff, giving the candidate a tour of the school.
- Share all school emergency preparedness plans with candidate
- Share with the candidate all school policies. Examples include, but are not limited to: arrival and departure time, sign-in procedures, parking regulations, photocopying procedures, discipline policies, and grading procedures.
- Assist the candidate with distributing edTPA/GoReact video recording OPT OUT forms to caregivers.
- Demonstrate an attitude of openness and inquiry into teaching practice, encouraging the candidate to try new methods and teaching approaches.
- Show candidate how academic content standards are used daily in planning, teaching, & assessing student learning.
- Demonstrate a positive attitude toward all learners and a belief that all students can learn.
- Assist the candidate in understanding the importance of health and safety practices in the classroom environment.
- Provide multiple opportunities for the candidate to interact with families in meaningful and appropriate ways and help the candidate to become aware of community resources that support the learners and their families.
- Explain the role of all school personnel to the candidate including, but not limited to guidance counselors, media specialists, and administrative and support personnel.
- Share with and demonstrate for the candidate ways to meet the needs of a diversity of learners including, but not limited to, students with ethnic, racial, gender, linguistic and socioeconomic differences.
- Assist the candidate in integrating technology into teaching.
- Model professionalism through appearance and relationship with colleagues and families.
- Maintain open communication with the candidate and the university supervisor. Set aside weekly time for reflection and feedback.
- Define expectations for the candidate in a reasonable and clear manner so that an atmosphere of mutual trust and respect can be established and maintained.
- Preview, observe lessons, and provide constructive feedback on a regularly during both unscheduled and the two per term scheduled times. Input formal lesson assessment evaluation on WSU's web-based assessment system (WMSLL)
- Approve ECF, candidate time logs, and classroom context form on WSU's web-based assessment system (WMSLL)
- Review current classroom management plan and assist the candidate in developing effective management strategies.
- Provide information to the university supervisor regarding the candidate's dispositions toward teaching.
- Meet with University Supervisor at least 3 times (intro, midterm, and final) to discuss candidate progress.
- Please visit our CT website for overview video and CPAST training video at
  https://traceykramer9.wixsite.com/wsuct

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University Supervisor Roles and Responsibilities

The university supervisor's role is to be a mentor and supervisor to the candidate, as well as act as a liaison between WSU and the CT. They are also ambassadors of the University, representing WSU positively.

Requirements:
- Completed at least ten years of successful teaching.
- Hold a Master's Degree.
- Evidence of successful adult mentorship experience.
- Complete supervisor training and CPAST assessment.

We ask that the University Supervisor:
- Serve as a mentor to the teacher candidates, offering quality and substantive feedback to guide them.
- Complete the required number of visits as defined in the timelines for Phase 1, 2, 2YL, 3, and 3P. Note that visits may be completed with a combination of virtual and face-to-face formats, with a minimum of 2 face-to-face school visits per candidate.
- Provide, upon request, dates/brief explanation of meetings/interactions for each supervised candidate.
- Document and share feedback, using required forms, with all phases of candidates for all required observations, formal and informal.
- Schedule and facilitate midterm and final meetings with cooperating teachers and teacher candidates, for all phases, to collaboratively complete and discuss the required assessment(s).
- Notify OPFE of any concerns, even if minor, by the 7th week.
- Complete all required documentation for each teacher candidate in the University's assessment systems and assist cooperating teachers in this task, if needed.
- Timely submit all required paperwork in accordance with the established OPFE timelines so that teacher candidates do not receive an incomplete for the course.
- Be available for concern conferences weekdays after 3:00 p.m., when necessary, so that teacher candidates will not have to leave the classroom should the need for a concern conference arise.
- Collaborate with CT to help teacher candidates better understand the culture of the community, goals and challenges of the school district as a whole and assigned school specifically.
- Stay current on topics and trends in education; Pass CPAST Training (Online modules, journals, book studies, professional development workshops, and/or conferences).
- Attend supervisor meetings, at least one each term.
- Respond to all supervisor duty related emails within 48 hours (about 2 days).

HPR 4100 and Phase 2 First Semester of the Yearlong Placement: Example Tasks/Activities

Please use this chart, in addition to the PreCPAST evaluation and assignment timelines, to help you and your cooperating teacher determine the kinds of responsibilities you should be able to do during this course.

OSTP	
1. Students	• Know students' names, backgrounds and interests • Create new learning center or station • Review assignments with small groups • Facilitate small group discussions • Create and implement a lesson for a small group • Work with CT to present several lesson segments/parts of lessons • Adapt lessons for specific students • Create individualized or differentiated materials
2. Content Knowledge	• Use a variety of content resources to plan and enrich learning • Use Ohio learning standards and curriculum map or pacing guide for your content • Align Ohio learning standards to learning objectives/targets to write lesson plans • Research and use specific content teaching strategies
3. Assessment	• Collaborate with CT to design and implement formative assessments; use results for future instruction • Develop a pre-assessment and administer to students; use results for planning • Collaborate with CT to design and implement summative assessments; analyze data • Assess student work and provide descriptive feedback
4. Instruction	• Collaborate with CT to design and deliver developmentally appropriate lesson plans that include technology and differentiation and any needed teacher created materials • Design new teaching strategies based on formative assessment data • Develop and teach a unit with multiple instructional strategies • Use the 6 different co-teaching approaches to maximize student learning
5. Learning Environment	• Collaborate with CT to use established classroom management system with success • Develop a plan for establishing any new routines/classroom procedures • Develop proactive and reactive classroom management plans • Plan and execute effective transitions • Utilize different grouping arrangements within a lesson • Give clear instructions and directions, both verbal and written • Objectively describe student behavior and implement behavior management strategies
6. Collaboration and Communication	• Interact professionally with school faculty and staff • Contribute positively to any team or staff meetings • Attend all "allowable" meetings required for CT, including parent/teacher conferences • Attend community events, extracurricular activities, and athletic events • Maintain a positive working relationship with CT • With support of CT, communicate with parents and guardians about student progress and learning – send home an introductory letter
7. Professional Development	• Adjust instruction based on analysis of data • Reflect on all lessons taught, provide possible changes that could be made based on research and theory • Video record lessons for self and supervisor reflection • Attend at least one PD activity, apply what was learned

Phase 3 Student Teaching Example Tasks/Activities

Please use this chart, in addition to the CPAST evaluation and assignment timelines, to help you and your cooperating teacher determine the kinds of responsibilities you should be able to do during this course.

OSTP	
1. Students	• Facilitate large and small group discussions • Plan culturally relevant lessons with prior learning, backgrounds, & students' interests in mind • Plan appropriate accommodations and differentiation; create individualized materials
2. Content Knowledge	• Use Ohio learning standards to develop aligned lesson and unit plans • Use a variety of resources to make content relevant • Design activities that encourage students to integrate information from multiple sources • Engage students in critical thinking, foster problem solving, and encourage conceptual connections
3. Assessment	• Provide opportunities for students of varying abilities to illustrate competence • Check for understanding during lessons by using formative assessments, using data to adjust instruction • Design and utilize a variety of types of assessments, using data to set goals for future instruction and assessment • Provide timely descriptive feedback to students in ways that allow them to improve • Be responsible for assessment & managing grades, communicate this with all stakeholders
4. Instruction	• Articulate clear learning objectives and instructions to the students • Be prepared to teach daily, plan and implement clear, logical, coherent lessons • Prepare all lessons a week in advance • Create and locate accessible materials to enhance learning • Use a variety of technologies that are relevant to the learning • Differentiate instruction to support students
5. Learning Environment	• Develop a plan for establishing routines/classroom procedures • Develop proactive and reactive classroom management plans • Be responsible for classroom environment and procedures to manage the class • Establish a safe and respectful learning environment • Maintain students' attention and engage them in active learning • Address inappropriate behavior in constructive ways
6. Collaboration and Communication	• Regularly communicate with parents and administrators about student performance • Provide parents or guardians with information to promote student learning • Collaborate with parents or guardians to improve student progress • Contribute positively to any team or staff meetings • Attend all "allowable" meetings required for CT, including parent/teacher conferences • Attend community events, extracurricular activities, and athletic events • Engage in collaborative relationships with members of the school community
7. Professional Development	• Develop resumes and portfolios in preparation for professional life • Complete Teacher Performance Assessment as required by program • Reflect daily on student learning and personal growth, be receptive of constructive criticism and seek opportunities to improve • Provide rationale for educational decisions based on research and/or theory • Participate in at least one PD opportunity and apply what was learned to the classroom • Articulate areas in need of advocacy

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Planning the Student Teaching Schedule

Every placement is unique. Teacher candidates are guests in classrooms and OPFE cannot dictate a schedule that would work for all of our school partners. OPFE asks that candidates work with their CTs and supervisors to design their own schedules that fit their individual situations.   There are many ways to do this. Please work with assigned supervisors early to create a workable schedule. OPFE asks that the CT formally assess at least one candidate lesson before the midterm and one lesson after the midterm. It is imperative, with any chosen option, that our student teachers demonstrate they are able to plan, implement, assess, and manage instruction and the classroom to a level that we would expect from a first-year teacher by the end of the semester.

Co-teaching Option
Co-teaching and co-planning for the entire term with both the candidate and the CT working together to plan, instruct, organize, and assess instruction. Within this option, the candidate may be expected to have some time to work/teach independently as needed. Solo time is allowed.

Traditional Option
Candidate takes over one subject or one period, a week at a time, until the candidate is planning, instructing, organizing, and assessing daily instruction. The candidate phases out toward the end of the experience (in the final two weeks) in the same manner. The candidate may take some time to visit other classrooms during the last week of the term. See sample schedule on the following pages.

Blended Option
- Week 1: Co-teaching with CT in lead planning role
- Weeks 2-4: Co-teaching with a phasing in approach of the candidate in the lead planning role
- Weeks 5-10: Candidate is planning and "solo teaching"
- Weeks 11-12: Co-teaching with a phasing out approach of the candidate in the lead planning role, transitioning the CT into the lead planning role
- Weeks 13-14 Candidate assists and visits other classrooms in the school or district (with the support and coordination of the CT)

Other Options
Candidates and CTs are welcome to create their own semester schedules. University supervisors are available to help. There are many possibilities; the best thing to do is to discuss the plans in advance and be sure all parties are clear on the expectations and schedule.

Other Items to Note
- Candidates without teaching licenses should not be left alone in the classroom for extended periods of time. See candidate handbook for an explanation of this policy.
- EED candidates who have CTs who do not teach all of the content areas may follow their "homeroom class" to another classroom to teach in that content if other teachers are agreeable.
- MCE or EED candidates who have more than one CT will have to design a schedule so they are gaining experience in both content areas. They may split their days in half or the term in half, for example.
- MCE candidates who are assigned to CTs who teach more than their assigned concentrations areas are encouraged to assist and co-teach during that instruction.
- AYA or MA candidates who have CTs who teach AP, College Credit Plus, or non-related content area classes may assist their CTs or visit another classroom during those periods if other teachers are agreeable.

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Weekly Timeline Guidance for Phase 3 Student Teaching

Phase 2 Yearlong Candidates become Phase 3 Student Teachers on December 15, 2025. This timeline is a suggestion for those who would like guidance about how to structure phase 3. If preferred, cooperating teachers may design their own schedules to work with their assigned candidates, with the goal that the candidates can successfully implement the duties expected of a teacher, following their CTs' schedules. See final evaluation, CPAST, for established criteria.

PRIOR TO WSU SPRING TERM START (12-15-2025 to 1-9-2026)		
STUDENT TEACHER/CANDIDATE	**COOPERATING TEACHER (CT)**	**UNIVERSITY SUPERVISOR**
► Review Candidate Handbook and all evaluations. ► Research upcoming curriculum and grade/subject specific resources. ►Review lesson plan template for weekly lesson plans with CT. ► Determine edTPA learning segment topic/time frame. ► Ensure you are familiar with teaching schedule and management needs.	► Review CT Packet and all evaluations. ► Watch CPAST Training Video. ► Meet with candidate. ► Share any expectations you have. ► Ensure the candidate has a space in the classroom and consider including the candidate's name on your materials/classroom.	► Review course expectations ► Ensure CPAST Training is up-to-date ► Reach out to candidate and CT to arrange initial meeting to go over phase 3 expectations. .
WEEKS 1–2 (Begins 1-12-2026)		
►Use co- teaching. Collaborate with CT as lesson plans for the upcoming week are prepared. ►If any students are new to classroom, send home OPT OUT video permission slips. Collect only those who do NOT want to be recorded. Submit on Pilot Dropbox by midterm. ►Ask questions about demographics and needs of students. Be prepared to submit Classroom Context Form by week 3. ►Establish a regular check-in/reflection time with CT.	► Share curriculum resources and lesson planning process. ► Review student needs. ► Use co-teaching. Include the teacher candidate in your lesson planning process, even though you may be leading the planning this time.	► Review the term expectations with CT and candidate. ► Assist CT with WMSLL as needed. ► Schedule future visits- either all in advance or the next visit needed (scheduling as you go).
WEEKS 3- 4		
► Increase planning/teaching responsibilities. Ask questions and seek specific feedback. For example, begin taking over by class period or content area. ► Seek ongoing opportunities to serve within the school. ► Review CPAST and ensure you are implementing behaviors expected.	► Continue planning, reviewing lesson plans, observing and reflecting with the teacher candidate. ► Give candidate more responsibility, example- leading a designated class period(s) or content area(s). Gradually add duties.	► Complete first observation of candidate. Review lesson plan and complete lesson assessment form; post conference to offer feedback ► Support candidate as needed. ► Progress check in with CT

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WEEKS 5-6		
STUDENT TEACHER/CANDIDATE	**COOPERATING TEACHER (CT)**	**UNIVERSITY SUPERVISOR**
► Be responsible for leading the all/majority of the teaching day. If co-teaching, ensure you are taking the lead in the co-planning role. ►Continue to have CT check lesson plans and implement feedback.	► Support the candidate in taking a leadership role in planning or co-planning so the candidate is leading all/majority of the day. ►Review lesson plans and offer feedback. ►Complete first formal lesson observation. Review lesson plan and submit formal lesson assessment on WMSLL.	► Complete second observation of candidate. Review lesson plan and complete lesson assessment form; post conference to offer feedback. ► Support candidate as needed. ► Progress check in with CT ► Ensure midterm meeting is scheduled.
WEEKS 7-8		
► Continue lead teaching and/or co-teaching as you have determined with CT. ► Continue submitting weekly plans to CT. ► Complete *Midterm CPAST Assessment* as a self- assessment. Come to midterm meeting with evidence for scores. Also, be prepared to submit 1-3 goals for rest of term. ►If you have not yet participated in professional development or communication with parents, plan for this before the end of the term.	► Continue mentoring the candidate as they are student teaching. If there are concerns about planning, teaching, management, or assessment, please discuss with supervisor. Remember the candidate needs to be ready to manage their own classroom by the end of the term. Ensure they are given opportunities to experience all teacher duties- planning, instruction, assessment, grading/grade management, caregiver communication, etc. ► Come to midterm meeting with supervisor with your own CPAST scores and rationale to review with the candidate and supervisor.	►Conduct midterm conference with cooperating teacher and teacher candidate. ► Submit midterm on WMSLL. ► Ensure next observations and final meeting are scheduled. ► Support candidate with CPAST goals.
WEEKS 9-13		
► Continue teaching responsibilities. If co-teaching, take a strong leadership role in the co-planning and co-teaching activities. If solo lead teaching, continue until phased out by CT. Phasing out slowly is not suggested until week 12-13. ► Continue submitting weekly lesson plans. ► Note that edTPA is due Thursday of week 10.	►Continue mentoring of teacher candidate. Provide ongoing feedback as the teacher candidate takes a stronger role in planning and teaching. ► Complete second formal observation of candidate. Review lesson plan and submit formal lesson assessment on WMSLL. ► Determine phasing out/transition plan with candidate to determine how you will transition periods or content areas back. Design this based on your candidate's needs. Week 12-13 may be a good time to begin phasing out slowly. ► Consider setting up opportunities for candidate to visit other classrooms during week 14.	► Continue 3rd and 4th observations and post conferences; provide student with clear feedback about progress and expectations. ► Support candidate as needed. ► Review progress and goals to discuss feasibility of achieving goals by the end of assignment.

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WEEK 14		
STUDENT TEACHER/CANDIDATE	**COOPERATING TEACHER (CT)**	**UNIVERSITY SUPERVISOR**
► Complete student teaching responsibilities, following the phasing out/transition plan you and your CT have developed. Visit other classrooms if arranged. ► Complete *Final CPAST Assessment* as a self- assessment. Come to final meeting with evidence for scores. Also, be prepared to discuss progress on midterm goals. Create 1-2 goals for first year of teaching. ► Ensure you have properly thanked all involved in your teacher preparation. ► Ensure you have requested references from those who know your work well.	► If arranged, allow candidate to visit other classrooms within district. ► Come to final meeting with supervisor with your own CPAST scores and rationale to review with the candidate and supervisor. ► If requested, complete a recommendation form or letter for teacher candidate. ► Complete OPFE CT survey (link found in CT newsletter.)	► Conduct final conference with cooperating teacher and teacher candidate. ► Submit final CPAST on WMSLL. ► If requested, consider completing a letter of recommendation for candidate.
WEEK 15 (IF NEEDED)		
► Make up days for absences over the excused allotment (if needed)	► Ensure all required assessments have been submitted.	► Ensure all required assessments have been submitted.

❖ Phase 3 candidates must submit their attendance weekly on Watermark SLL. Cooperating teachers may approve weekly or by the end of the term. Candidates are excused up to 16 hours for edTPA preparation. They also have 1 required PD Day (8 hours) for WSU and are excused 8 hours for a job fair. Candidates must leave complete lesson plans for all classes they are teaching for the cooperating teachers to use in the teacher candidate's absence. Candidates must make up time if they drop below the minimum hour requirements. They are expected to attend required teacher evening events and may log that time and any time beyond the contractual day as additional time. They must earn 525 hours at a minimum this term.

Phase 2 Field Experience Candidate Assignment Timeline Spring 2026: HPR 4100

Weeks	Field Requirements
Week 1 (1/12-1/16)	- CT shares emergency preparedness plans with candidate - Candidate submits ECF/Schedule assignment on WMSLL; CT and Supervisor approve - Candidate updates Time Log on WMSLL
Week 2 (1/19-1/23)	- Supervisor meets with CT and candidate to discuss expectations and scheduling - Candidate registers for GoReact using their WSU email with link from OPFE - Candidate sends GoReact opt out slips home to caregivers of placement students; collect any returned forms - Candidate updates Time Log on WMSLL
Week 3 (1/26-1/30)	- Supervisor Formal Observation 1; candidate submits lesson plan and video on GoReact; supervisor submits feedback - Candidate updates Time Log on WMSLL - Candidate submits Classroom Context Form on WMSLL
Week 4 (2/2-2/6)	- Candidate updates Time Log on WMSLL
Week 5 (2/9-2/13)	- CT Formal Observation 1; candidate submits lesson plan on WMSLL; CT evaluates lesson on WMSLL - Candidate updates Time Log on WMSLL
Week 6 (2/16-2/20)	- Supervisor Formal Observation 2; candidate submits lesson plan and video on GoReact; supervisor submits feedback - Candidate updates Time Log on WMSLL
Week 7 (2/23-2/27)	- Supervisor meets with CT and candidate to complete Midterm PreCPAST Assessment; supervisor submits on WMSLL - Candidate updates Time Log on WMSLL
Spring Break (3/2-3/6)	- Candidate updates Time Log on WMSLL (only if candidate attended, not required)
Week 8 (3/9-3/13)	- Candidate submits GoReact Opt Out forms Assignment in Pilot Dropbox - Candidate updates Time Log on WMSLL
Week 9 (3/16-3/20)	- Supervisor Formal Observation 3; candidate submits lesson plan and video on GoReact; supervisor submits feedback - Candidate updates Time Log on WMSLL
Week 10 (3/23-3/27)	- CT Formal Observation 2; candidate submits lesson plan on WMSLL; CT evaluates lesson on WMSLL - Candidate updates Time Log on WMSLL
Week 11 (3/30-4/3)	- Candidate updates Time Log on WMSLL
Week 12 (4/6-4/10)	- Supervisor Formal Observation 4; candidate submits lesson plan and video on GoReact; supervisor submits feedback - Candidate updates Time Log on WMSLL
Week 13 (4/13-4/17)	- Candidate updates Time Log on WMSLL
Week 14 (4/20-4/24)	- **Last week of Field Placement** - Supervisor meets with CT and candidate to complete PreCPAST Final Assessment; supervisor submits on WMSLL - Candidate updates Time Log on WMSLL
Finals Week (4/27-5/1)	- Candidates may attend this week if more hours are needed - Candidate updates Time Log on WMSLL (if applicable)

- WMSLL= Watermark Student Learning and Licensure (our online data management system)
- Candidates update Time Logs at least once a week- due Sundays by 12:59 PM at the latest; we ask that CTs approve Time Logs weekly if possible, but at a minimum at the midterm and final.
- Candidates should self-assess at midterm and final meetings, as well as listening to CT and Supervisor Assessments.
- A formal observation is a lesson assessment, a scheduled observation of a 40-50 minute lesson that was planned by the candidate with a post conference to discuss progress.
- Supervisor must make at least 2 in person visits to the school. All supervisor observations will be recorded on Go React, even if in person to observe.

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Phase 3 Student Teaching Candidate Assignment Timeline Spring 2026:
EED 4900, EDS 4730, ED 4850, ED 4750, ED 4410, ED 4900, ED 6540, ED 6530, EDS 7230

Weeks	Field Requirements
Week 1 (1/12-1/16)	- **Candidates begin field placement with CT's first teacher work day (even if it's before WSU's semester)** - CT shares emergency preparedness plans with candidate - Candidate submits ECF/Schedule assignment on WMSLL; CT and Supervisor approve - Candidate updates Time Log on WMSLL including time before WSU's semester started
Week 2 (1/19-1/23)	- Supervisor meets with CT and candidate to discuss expectations and scheduling - Candidate registers for GoReact using their WSU email with link from OPFE - Candidate sends GoReact opt out slips home to caregivers of placement students; collect any returned forms - Candidate updates Time Log on WMSLL
Week 3 (1/26-1/30)	- Supervisor Formal Observation 1; candidate submits lesson plan and video on GoReact; supervisor submits feedback - Candidate updates Time Log on WMSLL - Candidate submits Classroom Context Form on WMSLL
Week 4 (2/2-2/6)	- Candidate updates Time Log on WMSLL
Week 5 (2/9-2/13)	- CT Formal Observation 1; candidate submits lesson plan on WMSLL; CT evaluates lesson on WMSLL - Candidate updates Time Log on WMSLL
Week 6 (2/16-2/20)	- Supervisor Formal Observation 2; candidate submits lesson plan and video on GoReact; supervisor submits feedback - Candidate updates Time Log on WMSLL
Week 7 (2/23-2/27)	- Supervisor meets with CT and candidate to complete Midterm CPAST Assessment; supervisor submits on WMSLL
Spring Break (3/2-3/6)	- Candidate updates Time Log on WMSLL- Note- Phase 3 student teachers attend placements during WSU spring break. They take spring break with placement school, if applicable.
Week 8 (3/9-3/13)	- Candidate submits GoReact Opt Out forms Assignment in Pilot Dropbox - Candidate updates Time Log on WMSLL
Week 9 (3/16-3/20)	- Supervisor Formal Observation 3; candidate submits lesson plan and video on GoReact; supervisor submits feedback - Candidate updates Time Log on WMSLL
Week 10 (3/23-3/27)	- CT Formal Observation 2; candidate submits lesson plan on WMSLL; CT evaluates lesson on WMSLL - Candidate updates Time Log on WMSLL
Week 11 (3/30-4/3)	- Candidate updates Time Log on WMSLL
Week 12 (4/6-4/10)	- Supervisor Formal Observation 4; candidate submits lesson plan and video on GoReact; supervisor submits feedback - Candidate updates Time Log on WMSLL
Week 13 (4/13-4/17)	- Candidate updates Time Log on WMSLL
Week 14 (4/20-4/24)	- **Last week of Field Placement** - Supervisor meets with CT and candidate to complete Final CPAST Assessment; supervisor submits on WMSLL - Candidate updates Time Log on WMSLL
Finals Week (4/27-5/1)	- Candidates may attend this week if more hours are needed - Candidate updates Time Log on WMSLL (if applicable)

- WMSLL= Watermark Student Learning and Licensure (our online data management system)
- Candidates update Time Logs at least once a week- due Sundays by 12:59 PM at the latest; we ask that CTs approve Time Logs weekly if possible, but at a minimum at the midterm and final.
- Candidates should self-assess at midterm and final meetings, as well as listening to CT and Supervisor Assessments. Phase 2 Yearlong Assessment is the PreCPAST. Phase 3 Student Teaching Assessment is the CPAST.
- A formal observation is a lesson assessment, a scheduled observation of a 40-50 minute lesson that was planned by the candidate with a post conference to discuss progress.
- Supervisor must make at least 2 in person visits to the school. All supervisor observations will be recorded on Go React, even if in person to observe.

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What is co-teaching?
Co-Teaching reflects the collaborative efforts, with respect to organization, planning, delivery, and assessment of instruction, between two or more teachers, typically in a shared physical space. High-quality co-teaching means that each educator shares leadership, engages in both teacher and learner roles, and works toward a common goal. Good co-teachers take turns as expert and novice, and giver and receiver of knowledge and skills.

What are the benefits of co-teaching for students?
- Exposure to varying areas of expertise
- Increased class participation
- More in-depth discussions
- Reduction in student-teacher ratio
- Multiple instructional options for students
- Increase in student self-esteem
- Higher academic success
- More positive attitudes towards school
- Improvement in student attendance

What are the benefits of co-teaching for teachers?
- Better classroom management
- Fosters self-reflection of pedagogical practice
- Strengthens collegial relationships
- Increases content knowledge of intervention specialists
- Improves differentiation skills of content specialists

What are some tips for co-teachers?
- Co-develop shared goals & objectives
- Demonstrate a mutual respect for one another
- Utilize the talents and skills of both teachers
- Remember you and your co-teachers are equals; take equal responsibility and present yourselves as equals to the students
- Have mutual trust: trust each other's pedagogical skills, trust to not be judged by the other co-teacher, trust that co-teachers want students to be successful
- Co-teachers need to be willing to take a secondary support role and remain flexible
- Be prepared to co-plan and be creative to find time to do so
- Determine in advance how conflicts will be handled; allow for mutual compromise
- Give and accept constructive criticism that focuses on the lesson not on the individual
- Discuss and agree on grading and assessment policies
- Hold similar behavioral expectations for students
- Reflect on what is working and not working on a regular basis to adjust as needed

What are some co-teaching approaches to use?
1.) One Teach, One Observe
While one teacher serves as the primary instructor, the other teacher observes students and the primary teacher to inform teaching practices.
When to use: when questions arise about students, to check student progress
Examples of items for observation:
- High/ Low level questions asked, Participation of students- gender, location in room, Behavior of students or individual students, Anecdotal notes

2.) One Teach, One Assist
While one teacher serves as the primary instructor, the other addresses student behavior concerns, provides immediate feedback on in-class assignments, and helps students with their work.
When to use: To foster student participation in discussions, for practice activities
- Scribing – One teacher asks for responses from students while the other paraphrases and records responses for all to see. This allows one teacher to focus on student engagement and to give more substantive feedback.

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- <u>Behavior Modeling</u> – One teacher becomes "a student" and models appropriate behavior sitting among the learners, while the other teacher conducts the class. Examples include: asking questions, answering questions, and demonstrating on-task behavior.
- <u>Think-alouds</u> – Co-teachers contribute two or more approaches or models during instruction by "thinking out loud" their thought process. An example may be brainstorming how to solve a math problem.
- <u>Demonstration</u>– While one teacher instructs, the other teacher gives a demonstration of the skills and procedures, putting the words into action.
- <u>Proximity</u> –While one teacher is providing the instruction, the other can work the room to use proximity to deter behavior issues and to offer support when needed.
- <u>Planted Questions</u> – The teacher in the assist role can ask key questions at the ideal time if students are not asking the needed questions.

3.) Station Teaching
The content is divided into two or more stations.   Students are divided into groups, each group spending an equivalent amount of time at each station, rotating as directed by the teachers. Depending on the number of stations, students may rotate or the teachers may rotate. Use of a timer is valuable.
When to use: When content is not hierarchical, for review, when several topics need to be taught
- <u>Two stations</u>, each facilitated by a co-teacher
- <u>Three stations</u>, two that are teacher led and one independently directed station
- <u>Multiple stations</u>, as many stations as needed may be added as independent or small group stations if instructions or task cards are given so students may work without the aid of a teacher. Teachers may determine to have only one teacher led station to allow the other teacher to manage the students more easily.
- Station ideas include: computer work, work with manipulatives, experiments, card sorting and other self-checking exercises, group discussion activities, different texts and resources all addressing the same topic, independent work time, teacher mini-lessons

4.) Parallel Teaching
Each teacher instructs half the students. The teachers are addressing the same content and using the same instructional strategies. This provides smaller groups per teacher and may enhance student discussion and engagement. Instruction may take place in the same room or in different locations to lessen distractions.
When to use: When a lower student-teacher ratio is needed, to foster student participation, for re-teaching and review

5.) Alternative Teaching
Co-teachers work with different groups of students (teacher-selected or student-selected) for a host of reasons. Intentional grouping of students may occur for the following reasons: extension; enrichment; remediation; re-teaching; review; tiered lessons by readiness level, interests, or learning preferences with differentiation of content, process, and/or product.
When to use: When students' mastery of concepts varies greatly, when enrichment is desired, when students have choices
- <u>Centers</u> – These are like stations but do not require students to rotate. Students visit assigned centers based on need or interest.
- <u>Strategic Pull Out</u> – One teacher provides instruction to the larger group, while the other teacher offers small group instruction for more focused instruction.
- <u>One-on-One</u> – While one teacher provides large group instruction, the other teacher administers assessments, conferences, tutors, and/or helps with make-up work with individual students.
- <u>Tiered Instruction</u> – Co-teachers meet the needs of different groups of students by appropriately modifying the content, process, and/or product of lessons. Students may choose what to complete based on interest or learning preference or co-teachers may assign groups based on need.
- <u>Curriculum Compacting</u> – This is a content acceleration strategy that enables students to skip the parts of the curriculum that they have already mastered and move on to more challenging content and activities. Often

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times, students are pre-assessed and then given independent learning contracts to meet. One teacher may facilitate this process, while the other teacher is with the rest of the class.

6.) Team Teaching

Co-teachers are simultaneously and equally involved in a lesson, reflecting invisible flow and transition. From a student's perspective, there is no clearly defined leader.

When to use: When teachers have high comfort with one another, when instructional conversation is appropriate in the lesson

- Games/Simulations/ Experiments – These are often activities that are more difficult for one teacher to accomplish alone.
- Role Play – Co-teachers perform stories, skits, historical characterizations, or problem-solving scenarios. Students may engage in discussion about the role play or the role play may be a model for students to view before they engage in their own examples.
- Mock Debates – This is a specific type of role play during which co-teachers take opposing sides of an issue and dramatize the pros and cons for students. Students may engage in a discussion about the debate or the debate may be a model for students to view before they engage in their own discussions.
- Secret Telling – Co-teachers purposefully whisper important information to one another to pretend that the information is secretive and to hopefully spark student interest in the information.
- Pretend Error – One teacher offers an erroneous answer, an incorrect step in a process, or a poorly finished piece of work, while the other teacher works with the students to help him or her "see the error."

How does co-teaching work with pre-service teachers?

Co-teaching positions the student teacher as an "apprentice" to the regular classroom teacher. However, both the student teacher and classroom teacher take an active role in planning lessons, providing instruction and assessing students. The classroom teacher retains a great deal of responsibility, but the student teacher takes some ownership of student learning. In yearlong placements, the cooperating teacher may take more responsibility for leading the co-planning sessions in the first semester, with the student teacher taking more responsibility for leading the co-planning during the actual student teaching semester. In both cases, the CT and the student teacher are planning how to utilize both of their talents and skills for the benefit of P-12 students.

How does co-teaching differ from other collaborations?

Current research sheds light on what authentic co-teaching truly is – and what it is not.

Co-teaching is **NOT:**

- One person teaching one subject, followed by another person teaching a different subject;
- One person teaching while another prepares instructional materials or corrects papers;
- One teacher facilitating a lesson while another watches with no participation;
- One teacher's ideas dominate another's when teaching strategies are selected.

Taken from Cook, L., Friend, M. (1995).*Co-Teaching: Guidelines for creating effective practices* and ODE Brochure on Co-teaching\

State Licensure Requirements

Candidates pursuing a traditional educator preparation pathway for Ohio licensure must fulfill the following criteria:

- *Program Completion:* Successfully complete an Ohio Department of Higher Education-approved educator preparation program that leads to Ohio licensure.
- *Examination Requirements*: Achieve passing scores on the required content area and professional knowledge examinations mandated by the State Board of Education.
  - o Each licensure program mandates the successful completion of at least one OAE content examination. Certain programs may require two or three examinations.
  - o For detailed information regarding examination requirements, please refer to: https://www.oh.nesinc.com/
  - o Candidates are responsible for verifying the accuracy of their selected examinations. Consultation with academic advisors and program faculty is strongly encouraged.
  - o All costs associated with OAE examinations, including any supplementary preparation materials or courses, are the sole responsibility of the candidate.
- *Licensure Application Timeline:* Candidates are required to apply for licensure with Wright State University's (WSU) recommendation within one year of program completion. Applications submitted beyond this timeframe may be subject to denial or necessitate the completion of additional requirements, including potential coursework, to obtain WSU's recommendation for licensure.

WSU Policies that Relate to State Licensure Assessments

- All educator preparation programs require candidates to successfully pass all content-driven OAE examinations (subject area and reading examinations) prior to beginning Phase 3 student teaching.
- Candidates who have attempted the OAE(s) and not achieved passing scores on the required content OAE examination(s) prior to the start of student teaching may request an exemption.
  - o This exemption must be obtained through a Memorandum of Understanding (MOU) with the designated program director and must be finalized before the conclusion of the semester preceding student teaching.
- All initial licensure candidates are required to complete the professional knowledge assessment, edTPA, during Phase 3 student teaching.
  - o Candidates **who do not achieve a passing score** on the edTPA have the option to retake the edTPA or complete their designated OAE Assessment of Professional Knowledge (APK) examination.
  - o The related educator preparation programs are to guide and prepare candidates for successful completion of edTPA. Most programs have a seminar course that is taken at the same time as student teaching to help with this.
  - o edTPA is a summative, subject-specific, portfolio-based assessment of teaching performance. edTPA is designed to assess a teaching candidate's readiness for licensure. With a focus on learning for all students, edTPA engages teacher candidates in developing the knowledge, skills, and abilities they need to meet the needs of today's diverse learners.
  - o edTPA requires aspiring teachers to demonstrate readiness to teach through 3-5 lesson plans centered on a central topic; designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. They also submit student work samples with feedback.
  - o edTPA is scored by teachers and teacher educators with subject-area and grade-level expertise, and experience mentoring, teaching or supervising teachers. There is a $300.00 fee for the cost of scoring. Any costs to the candidates are assigned as course fees. Candidates should consult with their program directors to learn which course in their program has been assigned the edTPA fee.

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Chain of Command

- As in most other professional occupations, there is a chain of command that OPFE asks all candidates to follow that helps ensure that all concerns are communicated to the appropriate parties in the appropriate order. In addition to this being a skill that all professionals should have, this procedure helps facilitate the success of the field experience placement.

- When concerns arise in a field experience placement, OPFE asks candidates to effectively communicate these concerns through the chain of command, which is: cooperating teacher (CT) -- university supervisor -- OPFE.
    - If a candidate is concerned about an event or issue regarding the assigned classroom or CT, they should first address the concern with the CT in a professional manner (the supervisor can help determine how to broach the subject, if needed).
    - Once this occurs, if a candidate feels that the concern has not been addressed or settled, the candidate should speak with the supervisor about the concern, and seek assistance in reaching a resolution.
    - If, after speaking with the supervisor about the concern, the candidate feels as though the issue has not been settled, he/she should contact OPFE.

- The key to a successful field experience placement is communicating all concerns professionally and timely. On occasion, personality conflicts may arise, as do concerns that are irreparable. **The earlier concerns are addressed, the more likely they are to be resolved.**

- In severe circumstances, a candidate may request a change in placement. Before this request is made, the candidate should speak with his or her supervisor and try several strategies to address the circumstances. He or she must submit this request in writing on a "Request for Field Placement Reassignment" form and send it to the OPFE Director at tracey.kramer@wright.edu. After the request has been received, candidates should expect a face-to- face meeting to discuss the concerns. Candidates should continue to attend their placements until a decision is made and a plan is formulated.

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Field Placement Interventions

If there is a concern(s) in a field experience course, a formal meeting to document concern(s) and determine a course of action may be held. There are two types of meetings to address concerns.

Site Concern Meeting

If the CT or the supervisor has a concern relating to the procedures, daily activities or behavior of the candidate at any time, the following procedure should be followed:

1. A serious discussion should take place between the CT and/or the supervisor with the teacher candidate as early in the term as possible.
2. The CT or the supervisor should inform the candidate that a Site Concern Conference will be held to discuss the concern. The Site Concern form should be used to document concerns, goals to be met and a deadline by which significant progress must be made. The goal of the site conference is to work toward resolution. This procedure officially documents that the teacher candidate has been notified of the concern(s).
3. The teacher candidate, supervisor and CT should sign the Site Concern form, and each retain a copy. The supervisor should mail, scan, email or hand deliver the form to OPFE. This formal documentation relays to the teacher candidate the serious nature of the concerns, that he or she is being told about it formally, and a change in his or her behavior/performance is expected and required. It is recommended that this Site Conference occurs as soon as it is needed, preferably in the first few weeks.
4. ***The supervisor will keep OPFE informed of progress toward resolution.*** If the concern is not resolved, the supervisor should notify OPFE by phone call 937-775-2107 or email so that OPFE is aware of it and can help if needed.

OPFE Concern Conference

Sometimes, an issue relating to the teacher candidate's behavior/performance cannot or has not been resolved at the building level. In this case:

1. The cooperating teacher (CT) and/or the university supervisor should contact OPFE and request that a Concern Conference be initiated.
2. OPFE will collect all documentation and schedule the meeting. The conference may be held at the school or at WSU and will include the director or assistant director of OPFE, the teacher candidate, the supervisor, and may include the CT(s), advisor, and/or the appropriate program director.
3. The meeting's purpose is to establish a series of specific objectives to help the teacher candidate resolve the issue(s). The concern(s) will be discussed, related documentation presented, and an appropriate intervention will be designed and recorded specifying: measurable objectives; required assistance; a detailed timeline for meeting the objectives; the method for evaluating progress toward meeting the specified objectives; Who, when and how progress and attainment of the objectives will be measured.
4. Possible Outcomes
   - If all objectives are resolved, the teacher candidate will continue with the program as designed/required.
   - If progress is made, but issues not completely resolved, the goals will remain in place for the next term.
   - If not resolved, the following will be considered:
     o The field experience/student teaching may be extended
     o The field experience/student teaching may be repeated the next term
     o Counseling for consideration of other career options will be recommended
     o In some cases, a procedure will be initiated by the program director in which the teacher candidate may be removed from the chosen education program.
     o See Candidate Removal Policy.

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Content Area:	Grade Level:
Lesson Title:	Estimated Duration in Minutes:

Standard(s): *What state or national learning standards are being addressed?*

Learning Target(s): *Student friendly I can or I will statements derived from standards. They need to be clear and specific. The behaviors (verbs) need to be observable. They need to be measurable.*

Essential Question(s): *What question(s) will guide students' learning for this lesson? These should stimulate thought and be open-ended.*

Assessment: *How will you know that students have met the learning targets? Be specific and describe what success looks like. Tell what you will do and how you will document it, even if the assessment will happen at a later date. Also note how you will use the assessment data for planning purposes. If scoring guides are needed, include these.*

Materials: *What materials and resources will you use to teach your learning target(s)? Include any teacher created materials with the lesson plan in the order they appear in the procedures.*

Procedures: *How exactly will you teach this lesson? Bullet the steps will you take to ensure your students will meet the learning target(s). Include higher and lower-level questions you will ask. Consider how you will engage your students, keep them actively involved, and close the lesson. How will you manage the students (i.e. expectations, behavioral supports, partnering/grouping, offering choices, pacing, transitions, etc.)?*

Beginning:	*How will you engage your students in your lesson opening/ what is your hook and introductory activity? How will you activate prior knowledge? How will you connect with past lessons? Share your learning targets.*
Middle:	*What questions will you ask students to encourage deep thinking during the lesson? How will you keep your students engaged and support their learning? Consider including practice activities, vocabulary, inquiry instruction, mini lesson(s), modeling, small group structures, and/or informal assessment checks.*
End:	*How will you close your lesson? Describe closure activity. Consider independent practice and/or formative assessment.*

Differentiation/Adaptations: *Go beyond the best practices already in place in your lesson. How will you even further address the diverse needs of your students? List specific supports, accommodations or modifications as they pertain to your students. These are things you may or may not use, but you will be ready for them. Consider students who may struggle and those who may catch on quickly.*

Rationale:
Part 1: Why is this lesson important to the students' learning? Note that if it is standards based, we know the standard makes it important to teach. You must go beyond that. You may also explain how the lesson was planned using student data. (Data Guided Decision Making)
Part 2: How do your methods, materials, and/or activities address what you know about best practices grounded in theory or research? Address student developmental needs, cultural relevancy, and assets here and how you address these with the methods, materials, and/or activities chosen.

References Please cite any resources and references used that helped you plan this lesson. If you revised a lesson you found elsewhere, please note that as well.

WSU Teacher Candidate Formal Lesson Assessment Feedback Form

NOTE: Your CT and Supervisor will use this form as they complete your formal observation. You must upload your lesson plan to WMSLL.

Part 1 Planning

Item	Met	Partially Met	Not Met	Not Observed
a. Aligns lessons to developmentally appropriate standards (CPAST A) (PreCPAST A)				
b. Writes measurable objectives/learning targets (CPAST A) (PreCPAST A)				
c. Aligns standards, objectives, assessment, and activities (CPAST A) (PreCPAST A)				
d. Uses a variety of materials that align w/objectives and are relevant to learners (CPAST B) (not on PreCPAST)				
e. Plans a variety of assessments to meet the needs of diverse learners (CPAST C) (PreCPAST B)				
f. Makes meaningful connections to prior learning and future learning (CPAST D) (not on PreCPAST)				
g. Makes connections to other disciplines and/or real life experiences (CPAST D) (not on PreCPAST)				
h. Uses knowledge of learners, as well as assessment data, to differentiate instruction (CPAST D) (not on PreCPAST)				
i. Explains instruction/assessment decisions based on research or theory (CPAST M) (PreCPAST J)				
COMMENTS:				

Part 2 Instructional Delivery

Item	Met	Partially Met	Not Met	Not Observed
j. Articulates clear learning targets to students (CPAST E) (PreCPAST C)				
k. Articulates clear directions to students (CPAST E) (PreCPAST C)				
l. Sequences lesson appropriately (CPAST E) (PreCPAST C)				
m. Asks higher-level questions which probe thinking (CPAST F) (not on PreCPAST)				
n. Engages learners in critical thinking (problem solving, conceptual connections, or challenges assumptions) (CPAST F) (not on PreCPAST)				
o. Checks for understanding and adjusts lesson if needed (CPAST G) (PreCPAST D)				
p. Uses technology to enhance learning (CPAST H) (PreCPAST E)				
q. Demonstrates rapport and respect with learners (CPAST I) (PreCPAST F)				
r. Promotes and manages a safe and conducive learning environment (notice the use of routines and transitions) (CPAST I) (PreCPAST F)				
s. Maintains learners' attention (CPAST I) (PreCPAST F)				
COMMENTS:				

Part 3 Assessment

Item	Met	Partially Met	Not Met	Not Observed
t. Uses developmentally appropriate formative and summative assessment (CPAST L) (PreCPAST I)				
u. Uses data to guide instruction (CPAST J) (PreCPAST G)				
v. Uses technology to track student progress and growth (CPAST J) (not on PreCPAST)				
w. Provides timely and descriptive feedback to learners, sharing strengths and/or areas of improvement (CPAST K) (PreCPAST H)				
x. Assists learners to understand how to use the feedback given and/or how to monitor their own progress (CPAST K) (not on PreCPAST)				
COMMENTS:				

Glossary of Acronyms

• AYA	Adolescent/Young Adult
• BCI	Bureau of Criminal Identification & Investigation
• BLT	Building Leadership Team
• CAEP	Council for the Accreditation of Educator Preparation
• CC	Concern Conference
• CHEH	College of Health, Education, and Human Services
• CDI	Candidate Disposition Inventory
• CPAST	Candidate Preservice Assessment of Student Teaching
• CT	Cooperating Teacher
• edTPA	Teacher Performance Assessment
• EED	Elementary Education
• EL/ELL	English Leaner or English Language Learner
• EPP	Educator Preparation Program
• ERC	Education Resource Center (located in Dunbar Library)
• FBI	Federal Bureau of Investigation (Federal Background Check)
• GIS	Gifted – Intervention Specialist
• HPR/HPE	Health Education & Physical Education
• IAT	Individual Assistance Team
• IEP	Individualized Education Program
• IHE	Institute of Higher Education
• IS	Intervention Specialist
• K-12	Kindergarten through 12th Grade
• LMS	Learner Management System (ex) Google Classroom, Pilot
• MCE	Middle Childhood Education
• MA	Multi-Age
• MTSS	Multi-Tiered System of Supports
• ODEW	Ohio Department of Education and Workforce
• ODHE	Ohio Department of Higher Education
• OPFE	Office of Partnerships & Field Experiences
• PBF	Professional Behaviors Form
• PBIS	Positive Behavior Intervention and Supports
• PD	Professional Development
• P-12	Preschool through 12th grade
• PTP	Preservice Teacher Permit
• SBoE	State Board of Education
• SEL	Social and Emotional Learning
• SPA	Specialized Professional Association
• SPED	Special Education
• STEM	Science, Technology, Engineering, and Math
• TBT	Teacher Based Team
• WMSLL	Watermark Student Learning and Licensure

Glossary of Terms

Classroom Context Form- a documentation of the demographics and needs of the student population at a candidate's assigned placement. This form allows OPFE to track the diversity of settings that candidates are experiencing. This is submitted electronically on WMSLL

CDI- The acronym stands for Candidate Disposition Inventory. The CDI form is used during the phase 1 field experience during the midterm and final. It serves as a formative and summative assessment. Candidates must earn scores of 3, 4, or 5 to pass the course.

CPAST- The acronym stands for Candidate Preservice Assessment of Student Teaching Programs. The CPAST form is used during the student teaching field experience during the midterm and final. It serves as a formative and summative assessment. The rubric includes two subscales: (1) Pedagogy and (2) Dispositions.

edTPA- a student teacher performance assessment developed by the Stanford Center for Assessment, Learning and Equity (SCALE).

Formal Observation - a scheduled observation of 30-50 minutes of the teacher candidate conducting a complete lesson that he/ or she has planned. A lesson plan in an accepted WSU lesson plan format must be included. Supervisors may require this be submitted in advance of the observation. Results of the observation should be shared with teacher candidate immediately following the observation. This is also called a lesson assessment. (Not used in phase 1)

GoReact- A cloud-based video feedback tool utilized for virtual supervision. Candidates upload videos to GoReact for supervisor feedback

Informal observation- a scheduled observation for 15 to 20 minutes of the teacher candidate interacting with group(s) of students. Examples include leading a routine, read aloud activity, working with a small group, one-on-one tutoring, and assisting cooperating teacher with a lesson. Results of the observation should be shared with teacher candidate immediately following the observation. Informal observations <u>do not</u> require a formal written lesson plan; however, supervisors may ask for some level of preparation and may require a submission or abridged plan of some type. If this is the case, supervisors will communicate this to candidates.

Lesson Assessment – the assessment tool used to document formal observations of the teacher candidate by both the university supervisor and the cooperating teacher. It is based on the Ohio Standards for the Teaching Profession. (Not used in phase 1)

PBF- The acronym stands for the Field Experience Professional Behaviors Form. The PBF is used during the phase 1 field experience during the midterm and final. It serves as a formative and summative assessment. Candidates must earn scores of 3, 4, or 5 to pass the course.

Pre-CPAST- an assessment tool used by most programs for the semester before the student teaching semester (not used in phase 1)

Specialized Professional Association (SPA) assessment – assessment completed by the university supervisor that focuses on the teacher candidate's content area(s). Used for practicum (second license or endorsement candidates only).

Student Teacher- Phase 3 teacher candidates only; candidates who attend all day, every day for the term, responsible for planning, assessing, organizing, and managing instruction.

Time Logs- Assignment associated with attendance documentation for all field experience hours- submitted electronically on WMSLL

Watermark Student Learning and Licensure (WMSLL) - an assessment, accountability and management system to help colleges and universities meet requirements for accreditation.