

The Professional Year Handbook

Congratulations! You are about to participate in the final phase of professional preparation at Bowling Green State University to become a teacher. Teaching is a profession, both rewarding and critical. An effective teacher will provide the foundation for countless students to build upon and enjoy a fulfilling life experience.

The Professional Year Handbook was developed to guide the Teacher Candidate (TC) and the Classroom Mentor Teacher (CMT), with the assistance of the University Mentor (UM), through the TC field experience. The handbook has been designed to be both user-friendly and all-inclusive. This handbook may be supplemented with individual materials that are program specific. These materials will be provided by program faculty or the UM.

Embrace this special opportunity to transform theory into practice and set the path for future professional development. The novice teacher should apply the learned aspects of teaching, while infusing individual personality and abilities into demonstration of the many and varied roles a teacher must perform.

BGSU faculty and staff would like to express profound appreciation to their school-based professional colleagues and collaborators. The dedication of classroom teachers and school administrators enables and ensures the successful preparation of future teachers.

Table of Contents

Conceptual Framework Description	2
Philosophy and Purposes of the Unit:	2
University Vision and Mission	3
College of Education and Human Development Vision and Mission	3
Section I: Introduction & Overview	5
Teacher Preparation Partnership	6
Collaboration in Educator Preparation:	7
The Professional Year	7
Mentoring and the Professional Year Experience	8
Collaboration with Families, Administrators, and Community	11
BGSU Co-Teaching Model.....	12
Definition of Co-Teaching.....	12
Rationale for Co-Teaching.....	12
Co-Teaching in Professional Year	12
Section II: Methods Semester	19
Operating Principles for Methods Semester	20
What is Methods?	20
BGSU Methods Calendars & Notes - Fall 2016	21
Adolescence-Young Adult Education Calendar & Notes.....	21
World Language Calendar	23
Middle Childhood Education Calendar & Notes	24
Intervention Services	26
16 Week Calendar- School of Intervention Services.....	27
Inclusive Early Childhood – Junior Year	28
16 Week Calendar- IEC Junior Year	29
Inclusive Early Childhood – K-3 Senior Year	30
Possible Field-Based BGSU Activities.....	31
Visitation Guidelines for University Mentors.....	31
Steps to Follow to Assist Teacher Candidates	33
Section III: Student Teaching Semester	34
What is Student Teaching?	35
Semester Checklist.....	36
Section IV: Policies & Procedures	38
Professional Conduct for Ohio Educators.....	39
Placement Policies and Procedures.....	39

I. General Placement Process.....	39
II. Transient Student Teaching (Hardship)	39
III. National/International Teacher Candidate Experience	41
IV. Teacher Interview	42
V. Criminal Background Check.....	42
VI. Substitute Teaching	42
VII. Dress and Grooming.....	43
VIII. Transportation	43
IX. Teacher Candidate Insurance.....	43
X.Outside Activities – Jobs/Coursework.....	44
XI Early Start Policy	44
XIII. Attendance Policy for Methods and Student Teaching.....	45
Verification of Attendance.....	46
XIV. Strikes, Boycotts, Work Stoppages, Riots	47
XV. Sexual Misconduct	48
XVI. Sexual Harassment.....	48
XVII. Felony Conviction Policy	48
XVII. Dismissal Policy and Procedure	49
XVIII. Communication Protocol	49
Communication Protocol for Teacher Candidates & UMs.....	51
Communication Protocol for University Mentors	51
XIX. Withdrawal from Professional Year	52
XX. Extended Professional Year	52
XXIV. Repeating the Professional Year.....	52
Section V: Student Success & Intervention.....	53
Student Success Team (Members, Referrals, & Meetings).....	54
Teacher Education Dispositions Process	56
Undergraduate.....	56
Graduate.....	56
Teacher Candidate with a Disposition Issue during their Program	57
Section VI: Roles, Responsibilities, & Guidelines	58
Teacher Candidates Expectations	59
Teacher Candidate Checklist	60
University Mentor Roles/Responsibilities	62
University Mentor Checklist.....	64
Classroom Mentor Teacher Roles/Responsibilities	65
Classroom Mentor Teacher Checklist.....	66

Section VII: Appendix	67
Career Center	68
Observation Form.....	69
Ohio State Standards.....	70
Student Release Form	71
Referral and Disposition Form.....	72
Student Success Plan Sample.....	73
Glossary of Acronyms.....	75

Contact Information

For questions or concerns about the Teacher Candidate experience, please contact the appropriate office listed below:

Placements and Student Teaching Policies

Office of Field Experiences (main campus).....	(419) 372-7389
Director.....	(419) 372-3950
Placement Coordinator	(419) 372-7381
Administrative Assistant	(419) 372-7407
Firelands Campus	
Student Teaching Coordinator	(419) 372-0868

Content and Methods

Art Education	(419) 372-2786
Music Education.....	(419) 372-8578
School of Human Movement, Sport, and Leisure Studies	(419) 372-6905
Physical Education Health Education	
School of Intervention Services	(419) 372-7259
Mild/Moderate Intervention Specialist	
Moderate/Intensive Intervention Specialist	
School of Teaching and Learning	(419) 372-7320
Adolescent Young Adult (AYA)	
Integrated Language Arts	
Integrated Mathematics	
Integrated Social Studies	
Sciences	
Early Childhood Education	
Middle Childhood Education	
Workforce Education and Development	
World Language Education	
School of Intervention Services and School of Teaching and Learning	
Inclusive Early Childhood.....	(419) 372-7259
.....	(419) 372-7320

Other Resources

Career Center	(419) 372-2356
Curriculum Resource Center/Library	(419) 372-2956
Northwest Ohio Educational Technology Foundation (NWOET)	(419) 372-7033
Registration and Records	(419) 372-8441
Student and Academic Affairs.....	(419) 372-7372
Technology Resource Center	(419) 372-7392
TRIO Collegiate Services.....	(419) 372-2677

BGSU College of Education and Human Development Teacher Educator Vision

BGSU's teacher education program will be recognized as a national leader in the professional preparation of innovative, effective, high-quality educators for a changing global society. Through rigorous preparation and field experiences, our graduates will implement evidence-based instructional practices and strategies. These educational leaders will engage with school and community partners, inspiring high levels of achievement and personal development in PK-12 students through creativity, inquiry, technology, and learning.
(Approved March 7, 2014 by EDHD Teacher Education Leadership Team)

Conceptual Framework Description

edPREP

Prepared • Reflective • Engaged • Professional

BOWLING GREEN STATE UNIVERSITY

Philosophy and Purposes of the Unit:

Developing lifelong learners and leaders who value both diversity and mutual support, and wishing to serve society, both locally and globally, the College of Education and Human Development (EDHD) purposefully shapes an academic environment that differs from those of other institutions because of rigor in coursework, required professionalism, extensive field experiences and clinical practice, professional development opportunities for students and faculty, and use and support of ever changing technology. Inquiry-based learning, problem-based learning, and project-based learning are increasingly emphasized as pedagogical methods, encouraged by the creation of active learning classrooms, and informed by professional development and research. Interventions support candidates as they grow in competency and awareness.

BGSU's educator program will be recognized as a national leader in the professional preparation of innovative, effective, high-quality educators for a changing global society. Through rigorous preparation and field experiences, our graduates will implement evidence-based instructional practices and strategies. These educational leaders will engage with school and community partners, inspiring high levels of achievement and personal development in PK-12 students through creativity, inquiry, technology, and learning.

Our conceptual framework flows from the EDHD vision and mission statements, which in turn flow from the university vision and mission statements.

University Vision and Mission

University Vision

Bowling Green State University aspires to be a premier learning community, and a national model, for developing individuals and shaping the future through learning, discovery, collaboration and personal growth.

University Mission

Bowling Green State University provides educational experiences inside and outside the classroom that enhance the lives of students, faculty and staff. Students are prepared for lifelong career growth, lives of engaged citizenship and leadership in a global society. Within our learning community, we build a welcoming, safe and diverse environment where the creative ideas and achievements of all can benefit others throughout Ohio, the nation and the world.

College of Education and Human Development Vision

The College is committed to developing a dynamic community of lifelong learners and leaders who celebrate the interconnections among individuals and disciplines in pursuit of improving society and the human condition.

College of Education and Human Development Mission

Bowling Green State University aspires to be the premier Learning Community in Ohio, and one of the best in the Nation. Through the interdependence of teaching, learning, scholarship, and service we will create an academic environment grounded in intellectual discovery and guided by rational discourse and civility.

Bowling Green State University serves the diverse and multicultural communities of Ohio, the United States and the world.

We hold the following statements as guiding core concepts and principles:

P = An effective educator is rigorously prepared.

R = An effective educator is a reflective practitioner.

E = An effective educator is actively engaged with students, other educators, and the community.

P = An effective educator is a professional, with a lifelong commitment to learning and to all learners.

Details of the acronym are reflective of the Unit's beliefs and goals for our candidates. What follows makes these beliefs and goals more specific and more measurable.

Prepared: The rigorously **prepared** educator:

1.1 Masters content knowledge.

1.2 Keeps informed regarding diverse learners and learning processes, pedagogy, and the seamless integration of instructional technology.

1.3 Innovates and invites inquiry.

1.4 Can demonstrate student growth.

1.5 Responds to the cognitive, social, emotional, and physical development of diverse students and believes all can learn.

Reflective: The reflective educator:

- 2.1 Uses formative and summative assessment data to inform instruction for the diverse needs of all students.
- 2.2 Integrates research and theory with assessment data to make instructional decisions.
- 2.3 Thinks critically and adapts instruction to respond to the evolving needs of students in our global society.
- 2.4 Examines his or her own dispositions, knowledge, skills, and techniques.
- 2.5 Considers the cognitive, social, emotional, and physical needs of diverse students and supports and protects each student.

Engaged: The engaged educator:

- 3.1 Advocates for children.
- 3.2 Invites active inquiry in the classroom.
- 3.3 Works in partnership with families and the community.
- 3.4 Collaborates with fellow educators.
- 3.5 Takes an active part in professional organizations.
- 3.6 Cooperates and assists with research.

Professional: The professional educator:

- 4.1 Develops a lifelong curiosity and commitment to learning and all learners.
- 4.2 Develops basic professional ethics aligned with the BGSU core values.
- 4.3 Demonstrates a belief in fairness and that all students can learn.
- 4.4 Exhibits professional and responsible conduct, respects and responds positively to diversity and exceptionality.
- 4.5 Integrates technology into learning experiences.
- 4.6 Values and engages in collaboration with educators, families, the community, and professional organizations.

Section I: Introduction & Overview

Introduction and Overview

BGSU Perspective on Teacher Preparation Partnership

It is the belief of Bowling Green State University (BGSU) that the preparation of teachers is a shared responsibility of the institutions of higher education and local Pre-K, elementary, middle/junior high and secondary schools. In this spirit of partnership, the university should provide the basic preparation and instruction in the general education phases of the Teacher Candidate (TC) programs and in the areas of specialization and professional theory. It should also provide for supervisory and coordinating services related to the professional laboratory experiences including methods and student teaching. It is the responsibility of the local schools to provide the laboratory facilities for observation, participation, and student teaching together with the services of the Classroom Mentor Teacher (CMT). Laboratory settings should offer university students access to high quality classroom mentors who model appropriate instructional techniques and classroom management systems.

Mutual understanding and respect are key factors in a partnership of this nature. To secure such, it is important that there be a clear understanding and an acceptance of certain "action" principles. It is paramount that lines of responsibility are defined in written agreements and that lines of communication be kept open between all personnel involved in the professional year program.

Collaboration in Educator Preparation: The Professional Year

Ready to Engage

In the current atmosphere of high stakes testing, schools are rightly concerned about the quality of personnel given significant responsibility for instruction of their students. Educator preparation programs are under similar pressures from accrediting bodies to provide more, earlier, longer and authentic field experiences to our students and to guarantee that newly licensed professional education graduates are ready to practice. Reluctance of school administrators (and parents) to “turn over classrooms to novices” must be balanced with the needs of future educators to acquire, practice and evaluate emerging but essential professional knowledge, skills and dispositions in the kinds of real settings where they will eventually be employed.

BGSU faculty and administrators are committed to preparing Teacher Candidates (TCs) to engage professionally in appropriate educational settings – to be assets, methodologically and technologically to the schools and agencies in which they work. We expect our candidates to be **ready to contribute as members of the school educational team from the first day**. Student teachers are an effective way to provide the documented benefits of additional hands and minds in the classroom/building work force (Hargreaves & Fullan, 2000). They bring resources and ideas regarding the most recent research on pedagogy in their fields as well as experience with new technologies and software. The energy and professional excitement with which new teachers approach school and classroom situations and tasks can reignite professional pride, enthusiasm and commitment among experienced teachers and administrators in their adopted school.

The success of BGSU programs in preparing TCs with good mastery of their respective content has been demonstrated by a consistent record of high pass rates across the university for candidates taking national tests. Beyond content mastery, our teacher **educator preparation programs have emphasized the value of collaboration and reflection in educational practice and have promoted development and demonstration of knowledge, skills and positive professional dispositions related to working with diverse individuals, assessment, effective planning and incorporation of technology, ethics, standards accountability and lifelong professional development**. These qualities are noted among school administrators who return every year to recruit BGSU graduates from all licensure specialties.

The collaborative professional year model outlined in this handbook aims to maximize the benefit to schools of having additional well-trained TCs on staff; this is one means to balance the added obligations placed on the University Mentors (UMs) who share their expert guidance with our students. We have implemented a design for operationalizing *PREP* in the professional year experience that we are confident provides the structure yet flexibility that is required to meet competing and/or parallel needs. Our aim is to involve TCs in school collaborations that result in successful outcomes for them, their P-12 students, and their CMT.

Mentoring and the Professional Year Experience

At BGSU, the structure for the professional year has traditionally consisted of a triad--the Teacher Candidate (TC), Classroom Mentor Teacher (s) (CMT) and a University Mentor (UM). With periodic conferences, support and evaluation provided by the UM, the CMT is responsible for day-to-day planning and oversight of the experience. Many factors have led to the current conception of this partnership: (1) recent focus by the university on fuller engagement with local schools, (2) changes in professional preparation standards and (3) research on best practices in educator preparation. Rather than operating with a hierarchy of roles and responsibilities, we have chosen to “promote joint modes of work” (Avila de Lima, 2003) with **collaborative mentorship** as the goal. Mentors for TCs provide advice, support, and role modeling. They “show them the ropes, develop their competence and understanding and help them fit in” (Hargreaves & Fullan, 2000). Yet, the success of mentorship largely is negotiated by the particular individuals involved. As evidence indicates, good mentorship is not so much a function of the structures put in place but what occurs within them (Avila de Lima, 2003). **Collaboration**, not simply *cooperation*, **involves motivation, intention, and specific action**. In the updated view presented in this handbook, BGSU CMTs and UMs are perceived more appropriately as equal participants in a teaching and learning alliance. Supported by current professional literature, this view of collaborative mentoring presumes critical variables: *personal commitment, communication, and meaningful feedback*.

Commitment

The factor most fundamental to the professional year is commitment of the collaborators. There must be shared desire to understand and to be understood, belief in the sincerity of other’s perspectives and statements, recognition of the nature and value of differing expertise and a willingness to invest in one another (Bullough & Draper, 2004). These kinds of intangibles result from the novice teacher and experienced mentor teachers getting to know each other through frequent and meaningful opportunities for exchange among the whole group and between individuals. All will take something away from this experience.

Our strategic process for placement of TCs demonstrates our commitment to a successful experience through consideration of characteristics and needs of the candidate along with the qualifications, experience, and preferences of the CMTs and UMs. The process begins with pre-approval by the CMT of the personal data record and background information provided by the particular TC. This is followed by a personal interview and then formal confirmation by the CMT and school to the BGSU candidate. A UM is assigned based upon their professional experience. CMTs must be licensed and possess at least three years of experience in the areas they supervise and evaluate. The varied expertise in this triad of teachers is the heart of the collaboration necessary for an effective co-teaching experience.

Communication

Relationship building, as a conscious component of mentoring, is only possible through effective, regular, and timely communication. The TC and his/her mentors should have scheduled times to meet in order to get to know each other as people, not just professionally. Truly beneficial mentoring is a collaboration on teaching among teacher participants—with recognition that each has something unique to contribute to the conversation. This process reduces the “absoluteness of the presumption” that the CMT or UM has absolute knowledge (Hargreaves & Fullan, 2000).

BGSU stipulates at least four visits by the UM to the classroom(s) of each TC during the methods semester and six visits during the student teaching semester. These meetings serve a variety of functions. They include dissemination of current university procedures and standards, explanation of program requirements/assignments, observation, consultation, possibly tutorials, and formal evaluation. The UM is the CMT's direct connection to the university program. Most visits will be planned ahead of time, with the option of unannounced visits.

Another essential element of collaborative communication is contained in the more informal but frequent interchanges between the CMT and the candidate. Here too, the CMT(s) should establish a regular process for planning and preparing for upcoming instructional tasks and reflecting upon those recently completed. For the TC and the CMT, these informal times should guarantee opportunities for exploring ideas, identifying resources, expressing concerns, venting, praising and listening.

Each strand of the triad possesses differing knowledge and abilities:

1. The CMT is the university's eyes and ears on the practical application of its work and the well-being of its student. This everyday dialogue will provide the substance for subsequent communication to and with the UM.
2. The CMT has extensive and otherwise unavailable knowledge and insight about the school, the district, community, and the pupils.
3. The UM has current understanding of professional and state standards and processes, in addition to previous personal teaching experience, through which to interpret or bridge needs and circumstances in the current situation.
4. The TC has the most current knowledge of pedagogy and technology as well as the enthusiasm and energy that springs from challenge and novelty.

Through communication within the triad, the more subtle emotional and dispositional aspects of the experience become an intentional component of the mentoring of TCs.

Feedback

A central element of BGSU's conceptual framework is reflective practice. The field experience emphasizes reflection on practice, not just for the immediate experience, but as a life-long professional habit. The concept of the reflective practitioner as one who develops insights and cultivates self-evaluation and self-awareness is firmly grounded in the classic work of Dewey (1933). Evaluation of professional practice is the vehicle to continuous improvement and systematic reflection on the conduct and outcomes of practice. This is the key to development, modification, and refinement of good practice.

At a fundamental level, reflective candidates recognize the value of an ongoing feedback loop as they cycle from planning to practice to assessment to reflection and back to planning. It is the role of mentors to show and guide TCs to better understand the process and its benefits through meaningful application during their practicum. Reflective practice develops in stages beginning with a focus on oneself, then more broadly to take in elements of the situation and eventually to consideration of the perspectives of others (Ward & McCotter, 2004). With mentoring and experience, the TC's ability to respond appropriately to evidence considered during the reflective process also develops qualitatively. It begins with simple reaction (e.g.

judgment of success versus ineffectiveness), later to inquiry (e.g. about variables and causes) and eventually to the gathering of evidence that will enable positive change (e.g. consideration of alternatives). Productive outcomes are accomplished by promoting the integration of ideas in analytic reflection: consideration of the relationships between learners, subject, assessment and instruction. Reflecting on teaching they either observe or do, candidates are guided to: provide evidence of their reasoning, generate alternatives to their decisions, question their assumptions and evaluate rather than judge their performance (Davis, 2006).

Professional vision, according to Loughran (2002), develops over time when cumulative reflection on one's work is both critical and productive. "Critical reflection" is best described as reflection based on evidence; it extends beyond purely descriptive writing and the aftermath observations of self or others from a technical or practical perspective (Hatton & Smith, 1995). Rather than a listing of unconnected ideas, critical reflection implies intention, assessment and analysis. Actions in situations are carefully considered, both positively and negatively, in comparison to standards, expectations, or performance rubrics. True reflective practice leads to new understandings of action situations, new views of self as teacher, and new conceptions of commonly held assumptions about teaching (Grimmett, MacKinnon, Erickson & Riecken, 1990).

Mayer (2003) stipulates that "all forms of feedback are not equally useful in promoting meaningful learning: meaningful learning can be promoted when feedback is presented as information intended to guide the learner's construction of knowledge and instill intrinsic motivation." Mayer's text, *Learning and Instruction* (2003) provides much practical guidance on useful versus unhelpful feedback. An overview of main ideas is presented here:

1. Quality feedback is more than reinforcement – it is facilitative of *process* learning rather than confirmation of individual outcomes.
2. Quality feedback provides information specific to what was successful or not, and more importantly, contains information about how to interpret what was learned so as to modify performance in specific ways to increase the likelihood of the desired outcome.
3. Effective feedback should create conscious connections between actions and outcomes. In this way instructional planning and design is like sequential hypothesis testing.
4. Quality feedback can be transferred easily to new situations and tasks "because what is learned is a general attitude, rule, or procedure."
5. Quality feedback is more important to performance outcomes than practice alone because it correctly defines characteristics of success.
6. With quality feedback, often there is more to be learned from failure than from success.

Feedback is necessary regarding all aspects of teaching performance. Beyond the attention to the obvious instructional components and competencies, mentoring should include systematic evaluation and reflection upon the less direct but equally important dimensions related to diversity, technology and professionalism. For example, the reflective teacher makes ethical choices on what and how to teach, based on a fundamental commitment to helping students develop democratic values, a respect for human dignity and worth, and a sense of the need to balance the rights of the individual against the rights of society (Ross, Bondy & Kyle, 1993). Within this framework, the authors also stress the sensitivity of the teacher to viewing every situation from multiple perspectives. Reflection on these aspects can result in valuable learning about ethics or needs for future professional development. In our evaluation of the candidate's student teaching practicum, BGSU has incorporated the seven Ohio Standards for the Teaching

Profession (OSTP). These instructionally targeted aspects of the formal evaluation include the associated dimensions of effective teaching highlighted in our conceptual framework. A recently designed web-based system for completing and submitting this evaluation enhances the capability of real time collaboration of CMT and UM in completing this process.

In a similar way, BGSU incorporates the various perspectives of collaborative evaluation in reviewing and providing feedback on performance of all participants in the student teaching practicum. The multi-faceted evaluation of each student teaching experience includes forms for evaluation of both the CMT and the UM by the TC and of each of those participants by one another.

Collaboration with Families, Administrators, and Community

Beyond the tasks associated with planning, conducting, and supporting various forms of instruction and other classroom/school activities, it is important for new teachers to engage in the larger educational activity. A better definition of the true environment for a successful TC experience is the school (and the community in which it is embedded) rather than the classroom(s) to which a student is assigned. Hargreaves & Fullan (2000) described how cultural changes have forced teachers to connect more to the world beyond the school because “what’s outside comes in.” One result is that teachers increasingly need to learn how best to work with adults to affect the success of children. The outcomes of the professional year are determined and colored by all of the settings, personnel, and activities the TC encounters during the practicum. Avilla de Lima (2004) advocated that the needs of new teachers should be “regarded as a school-wide responsibility assumed in the context of a strong collaborative culture.”

Effective professional engagement can involve numerous types of activities and various constituent groups, including but not limited to parents/caregivers, school and district administrators as well as community members who represent professional, public service, and governmental entities. Such engagement also follows a pattern of development across the student teaching term, like that for instructional responsibilities. That is, responsibility gradually expands from observation to participation and hopefully to collaboration in actual professional roles. It will usually begin with classroom-based informal interactions with pupils’ families/caregivers and later include conferencing or other more formal capacities. Forms and levels of engagement with the community will depend to some extent on the opportunities available during the particular semester in which the practicum occurs. The TC is to be encouraged and supported to attend functions like school board or union meetings, to visit community centers, to assist with after school student activities, etc. Opportunities for these unique beyond-the-classroom experiences depend to a great extent upon the collaborative perspective, connections, and the openness of the CMT to invite the TC into his/her professional community. Building novice teachers’ professional efficacy is rooted in productive, authentic engagement, which is as Gilbert (2005) explains, “multiple opportunities to interact with more experienced colleagues while doing meaningful work” (author’s emphasis).

BGSU Co-Teaching Model

Definition of Co-Teaching

The professional year model recommended in this handbook stems from the co-teaching model of professional interaction. Murawski and Dieker (2008) defined co-teaching as “Co-teaching is a service delivery option designed to address the needs of students in an inclusive classroom by having a general education teacher and a special service provider (e.g., special education teacher, speech/language pathologist, Title 1 teacher) teach together in the same classroom to meet the needs of individual students” (Murawski & Dieker, 2008). Bacharach, Heck, and Dahlberg (2010) expanded the definition of co-teaching to include a Teacher Candidate (TC) and a Classroom Mentor Teacher (CMT) instructing collaboratively to educate students.

Rationale for Co-Teaching

Co-teaching is an intervention designed to meet the needs of a diverse population of students, especially those with special needs. This method of instructional delivery typically happens between a general education teacher and a special education teacher. Advancing this practice to include a Classroom Mentor Teacher (CMT) and a Teacher Candidate (TC) can improve the experience for the pre-service teacher, the classroom teacher, and most importantly, the students.

The traditional method of student teaching involves the TC observing the CMT to learn the daily tasks. They will observe, take notes, and then a gradual release of responsibilities transfers from the teacher to the pre-service teacher until the pre-service teacher has fully taken over. Due to the diversity of students and teacher accountability, the traditional method of teacher training is changing (Bacharach, Heck, and Dahlberg, 2010). The National Council for Accreditation of Teacher Education, notes that effective teachers routinely collaborate with colleagues seeking various teaching strategies to educate students who are struggling to learn the content (National Council for Accreditation of Teacher Education, 2010). This level of collaboration facilitates a deeper level of collaboration, strong communication skills, ongoing modeling of instructional strategies, and academic benefits for the students. When a CMT and a TC co-teach, the students in the class score higher on state assessments in reading and mathematics as compared to their peers in a non-co-teaching environment (Bacharach, Heck, and Dahlberg, 2010).

Co-Teaching in Professional Year

All future education professionals need to be prepared to function in various capacities and settings. To the greatest extent possible, *the guidelines in this handbook are meant to be a general reference for working with BGSU Teacher Candidates/interns across licensure areas.*

The co-teaching model that follows contains a sample of an integrated timetable for sequencing common components of a professional year practicum experience: instructional management, planning, grouping, assessment, instructional support roles and collaboration. Given the idiosyncrasies of different program standards and practices, as well as the specific demands of individual educational sites or facilities, a single template for how practical learning should be acquired and demonstrated will not suit all candidates/programs uniformly.

Understandably, requirements described in this model and elsewhere in the handbook (e.g. when and how Teacher Candidates fulfill expectations for conducting individual/small group/large group instruction) may apply differently in Music Education than Early Childhood or AYA Social Studies, or in an inclusive setting. Adaptations may be expected, but should still remain within the general framework of collaboration between university and school/agency partners.

There are several researchers in the education field that utilize various lists of co-teaching instructional approaches. Each list might have a small twist on the approaches; however, they are all essentially similar. For the sake of this handbook we will utilize Bacharach, Heck, and Dahlberg (2010) co-teaching models as they are adapted to meet the needs of a TC and CMT partnership. Each model is designed to serve a particular purpose. Co-teachers decide which model, or models, is the best fit for the particular lesson they are teaching on that day.

Co-Teaching Strategies & Examples

The co-teaching strategies are not hierarchical; they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Strategy	Definition/Example
<i>One Teach, One Observe</i>	<p><i>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</i></p> <p><u>Examples:</u> One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; specific group interactions.</p> <p><u>Tip:</u> When observing collect data/evidence. Observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons.</p>
One Teach, One Assist	<p><i>An extension of One Teach, One Observe - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</i></p> <p><u>Examples:</u> While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the “voice” for the students who don’t understand or are hesitant to share. As teacher candidates lead their first whole group lesson, the CT can be responsible for overseeing classroom management – allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc.</p> <p><u>Tip:</u> This strategy supports classroom management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the CT interrupting the lesson.</p>
Station Teaching	<p><i>The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</i></p> <p><u>Examples:</u> If co-teaching pairs were doing a literacy lesson they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagramming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting.</p> <p><u>Tips:</u> Stations cannot be hierarchical students must be able to start at any station. This is an excellent way to have student working in smaller groups; allow the TC the opportunity to build their confidence while teaching a mini-lesson multiple times; and keep the cooperating teacher actively engaged with students. Other adults (Paraprofessionals, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>
Parallel Teaching	<p><i>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</i></p> <p><u>Examples:</u> After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson students are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems.</p> <p><u>Tips:</u> Place students facing their teacher with backs to the other teacher/group to reduce distractions. When teacher candidates view the CT timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>

<p>Supplemental Teaching</p>	<p><i>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.</i></p> <p>Examples: Using the results from an math exam students are divided into two groups, one smaller group that didn't meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however these students will build on the same concepts and complete additional math problems.</p> <p>Tips: Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (TC or CT) doesn't always work with the students who are struggling and/or need extensions. Group make-up is always changing.</p>
<p>Alternative or Differentiated</p>	<p><i>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</i></p> <p>Examples: When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story – putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her group, the students predict by connecting the specific items pulled out of the bag with the story (Shiloh – dirty dog collar, \$20 bill, moldy cheese, etc.).</p> <p>Tips: A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as student should achieve the same objective but arriving there using different methods.</p>
<p>Team Teaching</p>	<p><i>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</i></p> <p>Examples: Both instructors can share the reading of a story or text so that the students are hearing two voices. The cooperating teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics of the event.</p> <p>Tips: Often pairs will begin the experience by team teaching a lesson, providing “fact time” in front of the classroom for the teacher candidate – this is much more scripted and staged, but does provide an opportunity for the students to view the teacher candidate as a “real” teacher. Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute.</p>

Adapted from the work of Lynne Cook and Marilyn Friend (1995).

References

- Bacharach, N., Heck, T. W., & Dahlberg, K. (2010). Changing the face of student teaching through co-teaching. *Action In Teacher Education*, 32(1), 3-14.
- Murawski, W. W., & Dieker, L. (2008). 50 ways to keep your co-teacher: Strategies for before, during, and after co-teaching. *Teaching Exceptional Children*, 40(4), 40-48.

Professional Year Field Experience Timeline

1st Half Methods Semester

- Classroom Mentor Teacher (CMT) manages instruction.
- Teacher Candidate (TC) works under CMT's direction.
- CMT and/or TC plans lessons and units, depending on program.
- TC works with individuals or small groups.
- TC assists in the process of catching absent students.
- TC works with students on IEPs and 504 plans.
- TC builds class profiles and collects pre-assessment data.
- TC assists by copying, grading, attendance, and other school services.
- TC becomes acquainted with parents, observes parent meetings and works to engage the community.

2nd Half Methods Semester

- CMT manages instructional environment.
- TC is responsible for planning/pupil activities.
- TC creates lesson plans to be implemented by both TC and CMT.
- TC implements reflective 'Learning Cycle'--> assess, plan, teach, revise.
- TC implements differentiated instruction.
- TC focuses on classroom instruction and planning.
- TC participates in parent meetings.
- TC works to engage the community.
- TC collaborates professionally with other school personnel.

1st Half Student Teaching Semester

- TC increasingly manages collaboration, instructional environment and task assignment.
- CMT and TC engage in various co-teaching approaches.
- TC assumes primary responsibility for lesson and unit planning.
- Lesson plans are required by the College of Education and Human Development
- 'Learning Cycle' is fully instituted and operating routinely.
- TC designs implementation for differentiated instruction.
- TC co-facilitates parent meetings and community engagement initiatives.

2nd Half Student Teaching Semester

- CMT and TC continue to collaborate on instruction and classroom management.
- TC has ever-increasing role for the analysis of assessment results and the implications for instruction.
- TC increases small group interaction for targeted instruction.
- TC provides classroom instruction in co-teaching practice.
- TC actively collaborates where possible in parent meetings and community engagement.

Section II: Methods Semester

OPERATING PRINCIPLES FOR THE METHODS SEMESTER

What is Methods?

Introduction

For Teacher Candidates (TCs), the methods semester initiates the “professional year,” with student teaching typically following immediately afterward. BGSU methods students are assigned to a school site, which they visit on a schedule determined by their programs, while simultaneously taking rigorous campus methods classes.

Methods Objectives

Whether attending campus classes or field sites, methods students are expected to demonstrate commitment and professionalism, and comply with designated attendance policies and arrival-departure times. The extended field experience is designed to build candidates’ professional teaching skills in authentic settings. Through collaboration with Classroom Mentor Teachers (CMT) and other professionals, methods students begin learning to:

1. Engage with students, faculty, administrators, and parents throughout the school day and as needed to become familiar with students’ backgrounds, interests, abilities, and learning styles.
2. Recognize the demands on teachers’ time, and proactively assist in every way reasonable to establish a positive and productive classroom environment.
3. Develop, under the supervision of campus methods instructors and CMTs, increasingly competent, best-practice unit/lesson plans.
4. Learn flexibility in adjusting plans to meet the needs of diverse learners.
5. Employ instructional techniques that motivate students and encourage active learning.
6. Distinguish between lower and higher-level tasks and questions to enrich student thinking and learning.
7. Analyze student assessment data and reflect on implications for instruction.
8. Demonstrate professionalism in appearance, attitude, and responsibility for meeting campus/ field deadlines and tasks, and in all other related duties.

Caution!

According to BGSU policy a ***Teacher Candidate in Methods cannot be left alone with students***

Please note that while it may be tempting and expedient to leave a methods TC--especially a highly competent one--in charge of the classroom while the CMT attends to other business in the building, ***it is, according to the state of Ohio, illegal***. Likewise, assigning a methods TC to cafeteria duty, recess duty, etc., without the direct presence and supervision of a licensed teacher or administrator is also illegal. While methods TCs may participate in these activities, and, in fact, are encouraged to do so, they must be accompanied by another school staff member.

BGSU Methods Calendar - Fall 2016

Adolescence-Young Adult Education

August/September

August 15 Field Site (Recommended)	Aug. 16 Field Site (Recommended)	Aug. 17 Field Site (Recommended)	Aug. 18 Field Site (Recommended)	Aug. 19 Field Site (Recommended)
22 Methods Orientation	23 Methods Classes	24 Methods Classes	25 Methods Classes	26 Methods Classes
29 Work on Methods Assignments	30 Methods Classes	31 Methods Classes	Sept. 1 Methods Classes	Sept. 2 Methods Classes
5 Labor Day: No Classes	6 Field Site	7 Field Site	8 Field Site	9 Field Site
12 Field Site	13 Methods Classes	14 Methods Classes	15 Methods Classes	16 Methods Classes
19 Field Site	20 Methods Classes	21 Methods Classes	22 Methods Classes	23 Methods Classes

September/October

Sept. 26 Field Site	Sept. 27 Methods Classes	Sept. 28 Methods Classes	Sept. 29 Methods Classes	Sept. 30 Methods Classes
Oct. 3 Field Site	Oct. 4 Methods Classes	Oct. 5 Methods Classes	Oct. 6 Methods Classes	Oct. 7 Methods Classes
10 FALL BREAK: NO CLASSES*	11 FALL BREAK: NO CLASSES*	12 Methods Classes	13 Methods Classes	14 Methods Classes
17 Field Site	18 Methods Classes	19 Methods Classes	20 Methods Classes	21 Methods Classes
24 Field Site Midterm Evals Due	25 Methods Classes	26 Methods Classes	27 Methods Classes	28 Methods Classes

November

Oct. 31 Field Site	Nov. 1 Methods Classes	Nov. 2 Field Site	Nov. 3 Field Site	Nov. 4 Field Site
7 Field Site	8 Field Site	Field Site	10 Field Site	11 VETERAN'S DAY: NO CLASSES*
14 Field Site	15 Field Site	16 Field Site	17 Field Site	18 Field Site
21 Field Site	22 Field Site	23 THANKSGIVING BREAK*	24 THANKSGIVING BREAK*	25 THANKSGIVING BREAK*

December

Nov. 28 Field Site	Nov. 29 Field Site	Nov. 30 Field Site	Dec. 1 Field Site	Dec. 2 Field Site
5 Field Site	6 Field Site	7 Field Site	8 Field Site	9 Field Site Final Evals Due
12 Finals Week: Methods Classes	13 Finals Week: Methods Classes	14 Finals Week: Classes	15 Finals Week: Classes	16 Finals Week: Semester Ends

**Methods students follow the BGSU holiday calendar. Student teachers follow their school district's calendar.*

BGSU Fall 2016 Methods Calendar Notes

Adolescence to Young Adult and Workforce Education and Development

Early Start and Professional Dispositions:

Because we believe it is important for TCs to understand the work of the CMT in preparing for and beginning the academic year (setting up classrooms, attending staff meetings, establishing classroom management and routines, getting to know their students, etc.), we encourage BGSU methods students, where possible, to contact their CMT as soon as placements are confirmed and inquire about participating in pre-and early academic year activities, per the teacher's schedule/wishes. Activities might include:

- Teacher work days/classroom set-up
- In-service meetings
- Open Houses
- Assistance with daily classroom routines (ex., small group tutoring, recording grades, co-teaching lessons, etc.)

While any of the above and similar activities are strongly recommended, please note that methods students are not expected independently to plan lessons until they have received instruction in campus methods classes.

Methods students are expected to dress and conduct themselves professionally at all times, arriving punctually to school, and becoming fully engaged in meetings, classroom activities, assisting teacher and students, etc. They are to adhere to the prescribed teacher schedule, arriving and leaving as teachers do.

Calendar and Observation Highlights:

Methods students will begin campus classes on August 22 and begin visiting their field sites on Mondays beginning September 12, continuing through October. They will also visit the school for an additional week (September 6-9) in order to further familiarize themselves with the classroom, students, procedures, etc.

Beginning November 2, methods students will be in the field full-time for four-five weeks, teaching or co-teaching unit plans that have been approved by both their University professors and CMTs. They will return to campus the week December 12 (Finals Week) for continued instruction/edTPA preparation in methods classes.

Please assist and your TC by assigning unit topics early in September, so s/he can begin researching and planning for teaching in October/November.

UMs will visit TCs in the field classroom during these dates to answer questions and ensure that all is going well.

BGSU Methods Calendar - Fall 2016

World Language

August/September

August 15 Field Site (Optional)	Aug. 16 Field Site (Optional)	Aug. 17 Field Site (Optional)	Aug. 18 Field Site (Optional)	Aug. 19 Field Site (Optional)
22 Methods Orientation	23 Methods Classes	24 Methods Classes	25 Methods Classes	26 Methods Classes
29 Work on Methods Assignments	30 Methods Classes	31 Methods Classes	Sept. 1 Methods Classes	Sept. 2 Methods Classes
5 Labor Day: No Classes	6 Field Site	7 Field Site	8 Field Site	9 Field Site
12 Field Site	13 Methods Classes	14 Methods Classes	15 Methods Classes	16 Methods Classes
19 Field Site	20 Methods Classes	21 Methods Classes	22 Methods Classes	23 Methods Classes

September/October

Sept. 26 Field Site	Sept. 27 Methods Classes	Sept. 28 Methods Classes	Sept. 29 Methods Classes	Sept. 30 Methods Classes
Oct. 3 Field Site	Oct. 4 Methods Classes	Oct. 5 Methods Classes	Oct. 6 Methods Classes	Oct. 7 Methods Classes
10 FALL BREAK: NO CLASSES*	11 FALL BREAK: NO CLASSES*	12 Methods Classes	13 Methods Classes	14 Methods Classes
17 Field Site	18 Methods Classes	19 Methods Classes	20 Methods Classes	21 Methods Classes
24 Field Site Midterm Evals Due	25 Methods Classes	26 Methods Classes	27 Methods Classes	28 Methods Classes

November

Oct. 31 Methods Classes	Nov. 1 Methods Classes	Nov. 2 Field Site	Nov. 3 Field Site	Nov. 4 Field Site
7 Field Site	8 Field Site	Field Site	10 Field Site	11 VETERAN'S DAY: NO CLASSES*
14 Field Site	15 Field Site	16 Field Site	17 Field Site	18 Field Site
21 Field Site	22 Field Site	23 THANKSGIVING BREAK*	24 THANKSGIVING BREAK*	25 THANKSGIVING BREAK*

December

Nov. 28 Field Site	Nov. 29 Field Site	Nov. 30 Field Site	Dec. 1 Field Site	Dec. 2 Field Site
5 Field Site	6 Field Site	7 IDI work	8 Class meeting/IDI work	9 IDI work Final Evals Due
12 Finals Week: Methods Classes	13 Finals Week: Methods Classes	14 Finals Week: Classes	15 Finals Week: Classes	16 Finals Week: Semester Ends

BGSU Methods Calendar - Fall 2016

Middle Childhood Education

August/September

August 15 Field Site (Recommended)	Aug. 16 Field Site (Recommended)	Aug. 17 Field Site (Recommended)	Aug. 18 Field Site (Recommended)	Aug. 19 Field Site (Recommended)
22 Methods Orientation; EDTL 4430	23 Methods Classes	24 Methods Classes	25 Methods Classes	26 Methods Classes
29 Daytime Workshops; EDTL 4430	30 Methods Classes	31 Methods Classes	Sept. 1 Methods Classes	Sept. 2 Methods Classes
5 Labor Day: No Classes	6 Field Site	7 Field Site	8 Field Site	9 Field Site
12 Field Site	13 Methods Classes	14 Methods Classes	15 Methods Classes	16 Methods Classes
19 Field Site	20 Methods Classes	21 Methods Classes	22 Methods Classes	23 Methods Classes

September/October

Sept. 26 Field Site	Sept. 27 Methods Classes	Sept. 28 Methods Classes	Sept. 29 Methods Classes	Sept. 30 Methods Classes
Oct. 3 Field Site	Oct. 4 Methods Classes	Oct. 5 Methods Classes	Oct. 6 Methods Classes	Oct. 7 Methods Classes
10 FALL BREAK: NO CLASSES*	11 FALL BREAK: NO CLASSES*	12 Methods Classes	13 Methods Classes	14 Methods Classes
17 Field Site	18 Methods Classes	19 Methods Classes	20 Methods Classes	21 Methods Classes
24 Field Site Midterm Evals Due	25 Methods Classes	26 Methods Classes	27 Methods Classes	28 Methods Classes

November

Oct. 31 Methods Classes	Nov. 1 Methods Classes	Nov. 2 Field Site	Nov. 3 Field Site	Nov. 4 Field Site
7 Field Site	8 Field Site	Field Site	10 Field Site	11 VETERAN'S DAY: NO CLASSES*
14 Field Site	15 Field Site	16 Field Site	17 Field Site	18 Field Site
21 Field Site	22 Field Site	23 THANKSGIVING BREAK*	24 THANKSGIVING BREAK*	25 THANKSGIVING BREAK*

December

Nov. 28 Field Site	Nov. 29 Field Site	Nov. 30 Field Site	Dec. 1 Field Site	Dec. 2 Field Site
5 Field Site	6 Field Site	7 Field Site	8 Field Site	9 Field Site Final Evals Due
12 Finals Week: Methods Classes	13 Finals Week: Methods Classes	14 Finals Week: Classes	15 Finals Week: Classes	16 Finals Week: Semester Ends

*Methods students follow the BGSU calendar. Student teachers follow their school district's calendar. 11/13/15

BGSU Methods Calendar - Fall 2016

Middle Childhood Education

Notes:

- Methods students are strongly encouraged to contact their Cooperating Mentor Teachers and make arrangements to attend pre-academic year faculty meetings, professional development sessions, etc., before BGSU's semester begins on August 22.
- If the methods student & CMT can collaborate over the summer to prepare for the semester, all the better!
- We also encourage our teacher candidates to assist in setting up classrooms, organizing materials, and attend Parent Nights/Open Houses.
- Observing teachers' procedures for establishing classroom management policies in the early days of school would be extremely beneficial for methods students!
- Methods Students' school visitation dates:
 - August 15 – 19 (optional, but strongly recommended, as determined by school calendar and Classroom Mentor Teacher's wishes.)
 - September 6 – 9 (four sequential full-day visits)
 - September 12 – October 24: Monday full-day visits.
 - November 2 – Dec. 9: Full-time field visitation/teaching.
- Methods students are expected to dress and conduct themselves professionally, arriving punctually to school, and becoming fully engaged in meetings, classroom activities, assisting students and teachers, etc. They are to adhere to the prescribed teacher schedule, arriving and departing as teachers do.
- Please advise us immediately of any methods students who are not adhering to this policy!

Thank you!

BGSU Methods Calendar - Fall 2016

Intervention Services

August/September

Aug. 22 Methods Classes	23 Methods Classes	24 Methods Classes	25 Methods Classes Orientation 12:30-1:30	26 Methods Classes
29 Methods Classes	30 Methods Classes	31 Methods Classes	Sept. 1 Methods Classes	2 Methods Classes
5 LABOR DAY: NO CLASSES	6 Methods Classes	7 Methods Classes	8 Methods Classes	9 Methods Classes
12 Methods Classes	13 Methods Classes	14 Methods Classes	15 Methods Classes	16 Methods Classes
19 Methods Classes	20 Methods Classes	21 Methods Classes	22 Methods Classes	23 Methods Classes

September/October

Sept. 26 Methods Classes	27 Methods Classes	28 Methods Classes	29 Methods Classes	30 Methods Classes
Oct. 3 Methods Classes	4 Methods Classes	5 Methods Classes	6 Methods Classes	7 Methods Classes
10 FALL BREAK: NO CLASSES	11 FALL BREAK: NO CLASSES	12 Methods Classes	13 Methods Classes	14 Methods Classes
17 Field Site	18 Field Site	19 Field Site	20 Field Site	21 Field Site
24 Field Site	25 Field Site	26 Field Site	27 Field Site	28 Field Site

November

Oct. 31 Field Site	1 Field Site	2 Field Site	3 Field Site	4 Field Site
7 Field Site	8 Field Site	9 Field Site <i>Midterm Evals Due</i>	10 Field Site	11 VETERAN'S DAY: NO CLASSES
14 Field Site	15 Field Site	16 Field Site	17 Field Site	18 Field Site
21 Field Site	22 Field Site	23 THANKSGIVING BREAK	24 THANKSGIVING BREAK	25 THANKSGIVING BREAK

December

Nov. 28 Field Site	29 Field Site	30 Field Site	Dec. 1 Field Site	2 Field Site
5 Field Site	6 Field Site	7 Field Site <i>Final Evals Due</i>	8 Field Site	9 Field Site
12 Finals Week	13	14 Methods Class	15	16 Finals Week: Semester Ends

16 Week Calendar- School of Intervention Services

Weeks 1 - 8:

Teacher Candidates (TCs) are in the classroom full time, Monday through Friday, taking methods block courses. A required orientation meeting will take place Thursday, August 25 at 12:30 pm.

The TC should:

- Attend all campus seminars, classes, and orientation
- Complete all assignments in an attempt to synthesize as much learning as possible regarding working with students with exceptionalities, philosophy of teaching, content/subject matter, students, and teaching/learning
- Contact the school/Classroom Mentor Teacher (CMT) to arrange meet-and-greet visit in the classroom
- Begin constructing a letter of introduction to parents and/or guardians of students he/she will be teaching

Weeks 9-17:

The TC should:

- Get to know the CMT, students, and school personnel/policies
- Observe students' academic performance and behavior
- Observe and discuss classroom management policies and procedures with CMT's and other teachers
- Review student IEPs
- Work with individuals and small groups
- Obtain edTPA topics from CMT(s) and begin discussing a teaching schedule
- Assist classroom teachers and students with in-school responsibilities
- Identify student for edTPA practice
- Identify subject area/topic edTPA practice
- Finalize with CMT(s) a teaching schedule that involves daily teaching for the duration of the full-time field experience
- Practice teaching brief teacher-or-cooperatively prepared lessons
- Work with individuals and small groups
- Grade papers and assume a few other teacher duties
- Teach daily until the last day or two of the field experience
- Show initiative: Assist the CMT and students with classroom-related activities and assignments
- Arrange for the UM to observe at least one full lesson
- Communicate with/seek input from the CMT on lesson plans, teaching performance, and classroom management
- Complete Tasks #2 & #3 of edTPA
- Attend EDIS 4400 Seminars

BGSU Methods Calendar - Fall 2016

Inclusive Early Childhood – Junior Year

August/September

Aug. 22 Methods Classes	23 Orientation 12:50-2:15 West Hall 121	24 Methods Classes	25	26 Methods Classes
29 Methods Classes	30	31 Methods Classes	Sept. 1	2 Methods Classes
5 LABOR DAY: NO CLASSES*	6	7 Methods Classes	8	9 Methods Classes
12 Methods Classes	13 Field Site/Methods Classes	14 Methods Classes	15 Field Site/Methods Classes	16 Methods Classes
19 Methods Classes	20 Field Site/Methods Classes	21 Methods Classes	22 Field Site/Methods Classes	23 Methods Classes

September/October

Sept. 26 Methods Classes	27 Field Site/Methods Classes	28 Methods Classes	29 Field Site/Methods Classes	30 Methods Classes
Oct. 3 Methods Classes	4 Field Site/Methods Classes	5 Methods Classes	6 Field Site/Methods Classes	7 Methods Classes
10 FALL BREAK: NO CLASSES*	11 FALL BREAK: NO CLASSES*	12 Methods Classes	13 Field Site/Methods Classes	14 Methods Classes
17 Methods Classes	18 Field Site/Methods Classes	19 Methods Classes	20 Field Site/Methods Classes Midterm Evals Due	21 Methods Classes
24 Methods Classes	25 Field Site/Methods Classes	26 Methods Classes	27 Field Site/Methods Classes	28 Methods Classes

November

Oct. 31 Methods Classes	1 Field Site/Methods Classes	2 Methods Classes	3 Field Site/Methods Classes	4 Methods Classes
7 Methods Classes	8 Field Site/Methods Classes	9 Methods Classes	10 Field Site/Methods Classes	11 VETERAN'S DAY: NO CLASSES*
14 Methods Classes	15 Field Site/Methods Classes	16 Methods Classes	17 Field Site/Methods Classes	18 Methods Classes
21 Methods Classes	22 Field Site/Methods Classes	23 THANKSGIVING BREAK*	24 THANKSGIVING BREAK*	25 THANKSGIVING BREAK*

December

Nov. 28 Methods Classes	29 Field Site/Methods Classes	30 Methods Classes	Dec. 1 Field Site/Methods Classes	2 Methods Classes
5 Methods Classes	6 Field Site/Methods Classes	7 Methods Classes	8 Field Site/Methods Classes Final Evals Due	9 Methods Classes
12 Finals Week: Methods Classes	13	14	15	16 Finals Week: Semester Ends

16 Week Calendar- IEC Junior Year Preschool Methods Block

Teacher Candidates (TCs) taking methods block courses. A required orientation meeting will take place on August 23, 2016 from 12:50pm – 2:15pm, in 121 West Hall.

TCs should contact the school/center and Classroom Mentor Teacher (CMT) to arrange Tuesday/Thursday visitations and to schedule an interview by September 10.

BGSU Methods Calendar - Fall 2016

Inclusive Early Childhood – K-3 Senior Year

Aug. 22 Methods Classes	23 Methods Classes	24 Methods Classes	25 Methods Classes	26 Methods Classes
29 Mandatory Methods Orientation Meeting Methods Classes	30 Methods Classes	31 Methods Classes	Sept. 1 Methods Classes	2 Methods Classes
5 LABOR DAY: NO CLASSES	6 Field Site	7 Field Site	8 Field Site	9 Field Site
12 Field Site	13 Field Site	14 Field Site	15 Field Site	16 Field Site
19 Field Site	20 Methods Classes	21 Methods Classes	22 Methods Classes	23 Methods Classes

September/October

Sept. 26 Field Site	27 Methods Classes	28 Methods Classes	29 Methods Classes	30 Methods Classes
Oct. 3 Field Site	4 Methods Classes	5 Methods Classes	6 Methods Classes	7 Methods Classes
10 FALL BREAK: NO CLASSES	11 FALL BREAK: NO CLASSES	12 Methods Classes	13 Methods Classes	14 Methods Classes
17 Field Site	18 Methods Classes	19 Methods Classes	20 Methods Classes	21 Methods Classes
24 Field Site	25 Methods Classes	26 Methods Classes	27 Methods Classes	28 Methods Classes

November

Oct. 31 Field Site	1 Methods Classes	2 Methods Classes	3 Methods Classes	4 Methods Classes
7 Field Site	8 Field Site	9 Field Site	12 Field Site	11 VETERAN'S DAY: NO CLASSES
14 Field Site	15 Field Site	16 Field Site <i>Midterm Evals Due</i>	17 Field Site	18 Field Site
21 Field Site	22 Field Site	23 THANKSGIVING BREAK	24 THANKSGIVING BREAK	25 THANKSGIVING BREAK

December

Nov. 28 Field Site	29 Field Site	30 Field Site	Dec. 1 Field Site	2 Field Site
5 Field Site	6 Field Site	7 Field Site	8 Field Site	9 Field Site
12 Mandatory Student Teaching Meeting Finals Week	13 Field Site	14 Field Site Final Evals Due	15 Field Site	16 Field Site Finals Week: Semester Ends

Possible Field-Based BGSU Activities

Teacher Candidates (TCs) in methods will have a variety of activities and assignments to complete while they are in the field. While many of these assignments are specific to individual professors and content areas, some are fairly standard and *may* include such activities as:

- “Kidwatching”/Shadowing activity
- Participating in several “service-to-the-school” or professional development activities
- Designing, writing and implementing instructional lessons and/or units as directed by program
- Keeping records
- Developing a Community Profile
- Videotaping lessons and analyzing teacher performance
- Administering assessments and analyzing/reflecting on student results
- Observing and discussing classroom management policies with CMT

Visitation Guidelines for University Mentors

Four visits are required for each Teacher Candidate (TC) in methods. Conduct additional visits as needed, and send emails to the Classroom Mentor Teacher (CMT) and to the TC between visits to see how things are going. Stay connected and aware so that problems can be identified early.

VISIT ONE: INTRODUCTION

Duration: 30 minutes with CMT, TC, and University Mentor (UM)

- Introductions and exchange of contact information.
- Assure that the CMT has been given access to a *Handbook* by the student. Briefly review the key points with everyone seated together.
- Emphasize getting the student active as soon as possible. More teaching than required may be possible, but methods students still have university assignments as well.
- TC supervision: TCs are not to be left alone in the classroom (they are not yet licensed), and are **NOT** permitted to cover the class if there is a substitute in the room.
- Remind the CMT of when the midterm evaluation is due (see calendar).
- Set a conference date during this week to complete Visit Two—the midterm evaluation.

VISIT TWO: MIDTERM EVALUATION

Duration: 30-40 minutes with the CMT, TC, and UM

- Conduct the conference with the TC and the CMT.
- Complete the Midterm Evaluation form and affix all parties’ signatures.
- Upon completion of the online evaluation encourage all parties to print a copy for their records
- TC submits the original to the appropriate instructor by the deadline.
- Student Success Team referral for TC with any difficulty

VISIT THREE: FORMAL OBSERVATION

Duration: 30-minute pre-observation conference, a full period observation, and a 30-minute post-observation conference

- Use the Teacher Candidate Observation Form, which is linked to the Ohio Standards for the Teaching Profession, found in the Appendix on p. 72.
- UM submits observation notes, electronically to the Field Office within 48-72 hours of observation.
- Schedule the final evaluation conference.

VISIT FOUR: FINAL EVALUATION

Duration: 30-40 minutes with the CMT, the TC, and UM

- Assist the CMT in finalizing the Final Evaluation form and make copies for the conference.
- Hold a conference between the CMT, TC, and UM.
- Make sure all parties sign the evaluation electronically.
- Upon completion of the online evaluation encourage all parties to print a copy for their records.
- Discuss the coming Student Teaching semester and confirm that everything is set.

Steps to Follow to Assist Teacher Candidates

Steps in Intensive Assistance of Teacher Candidates (TCs)	Classroom Mentor Teacher	BGSU University Mentor
1. Determine nature of instructional problems through observation and conferences.	X	X
2. Do frequent and written observations.	X	X
3. Solicit principal and/or another teacher to observe TC.	X	X
4. Identify major areas for TC to work on – give in writing.	X	X
5. Develop plan for remediation steps 1,2,3, and possible timeline.	X	X
6. Report on assistance available.	X	X
7. Give repeated reports on progress.	X	X
8. Record mid-term evaluation conference.	X	X
9. Keep written log of each day.	X	X
10. Keep written accounts of each observation and conference.	X	X
11. Use objective data gathering, share with TC on his/her progress.	X	X
12. Use videotaping and audio-taping for TC's self-assessment.	X	
Review with TC what alternatives are available: <ol style="list-style-type: none"> a. W – if within designated time frame b. Withdrawal from student teaching and taking courses in order to graduate in another major c. Fail – able to repeat student teaching once d. Continue in student teaching until end of time period, working to improve and pass with a satisfactory evaluation e. Continue in student teaching and passing with a weak evaluation: no recommendation 		X

Adaption from Richard Manatt, Research Institute for Studies in Education, Iowa State University.

Section III: Student Teaching Semester

OPERATING PRINCIPLES FOR THE STUDENT TEACHING SEMESTER

What is Student Teaching?

Introduction

The Capstone experience for the aspiring teacher is student teaching. Student teaching for most programs will be scheduled for the semester immediately following the methods block semester. In most cases, pre-service teachers will have the same placement for student teaching that they had for the methods experience; however, some program areas may make assignments based on their requirements. This section of the Professional Year Handbook provides basic guidelines for the student teaching experience.

Student Teaching Objectives

The “full-day” plan for student teaching is based on the belief that the understandings, attitudes, and skills that are desired for the Teacher Candidate (TC) can be developed most effectively when there is opportunity for the TC to be:

PREPARED: The TC secures information and understanding concerning the school in all of its relationships- pupil, teacher, administrative, parent and community members.

REFLECTIVE: The TC gathers, analyzes, and acts upon objective and subjective evidence to document and facilitate student learning and provide prospective employers with a well-organized and effective collection of that evidence.

ENGAGED: The TC experiences an intensive and continuous period of full-days with a given group of learners, uninterrupted by campus classes. The experience is most valuable when the TC feels included in all aspects of the teaching day. **TCs are required to fulfill the entire contractual daily times of a regularly employed teacher of the host school.** TCs are also fully expected to be actively engaged in instructional activities beginning with the first day and ending on the last day of the field experience. Stimulating and challenging experiences grow from contacts with, and participation in, the total on-going educational program both in and out of the classroom.

PROFESSIONAL: Under competent guidance, the TC may learn to carry many major responsibilities in planning, directing, and evaluating the learning process, and creating an environment for student learning.

BGSU Student Teacher Observation Schedule Semester Checklist

Week 1 and 2	<p>30-45 Minute On-site Orientation Visit with Classroom Mentor Teacher (CMT), Teacher Candidate (TC), and University Mentor (UM)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure CMT has “verified” by getting into MyEDHD. If the CMT hosted the student for methods, this process should have been completed at the beginning of the methods semester. <input type="checkbox"/> Review Handbook, Explain evaluation schedule, UM answers additional questions. <input type="checkbox"/> Schedule next visit for first formal observation by UM. <input type="checkbox"/> TC having difficulty is referred to Student Success Team
Week 3 and 4	<p>First Formal UM Observation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow observation format [30 minute pre-observation conference, full period observation (at least 40 minutes), 30 minute post observation conference with TC and CMT]. <input type="checkbox"/> Use Observation Form (see Appendix, p. 69) <input type="checkbox"/> Set date for second formal observation by UM. <input type="checkbox"/> UM to complete online Observation Form within 48-72 hours of the observation date. Observation notes will automatically be sent to CMT, UM and TC upon completion. <input type="checkbox"/> TC having difficulty is referred to Student Success Team
Week 5 and 6	<p>First Formal CMT Observation (conducted before UM returns for his/her second observation)</p> <ul style="list-style-type: none"> <input type="checkbox"/> CMT may use the BGSU Observation Form (see Appendix, p. 69). <input type="checkbox"/> Conduct post observation conference with TC who retains a copy of observation notes for his/her files. <input type="checkbox"/> Copy may be requested by UM. <input type="checkbox"/> TC having difficulty is referred to Student Success Team
Week 7 and 8	<p>Second Formal University Mentor Observation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow observation format [30 minute pre-observation conference, full period observation (at least 40 minutes), 30 minute post observation conference with TC and CMT] <input type="checkbox"/> Use Observation Form (see Appendix, p. 69). <input type="checkbox"/> Set date for second formal observation by UM. <input type="checkbox"/> Date and time set for formal three-way mid-term evaluation conference <input type="checkbox"/> UM meets with CMT after TC post conference to discuss plan for collaborative mid-term evaluation and gives instructions for “How to” send their comments and suggested ratings through MyEDHD. <input type="checkbox"/> UM to complete online Observation Form within 48-72 hours of the observation date. Observation notes will automatically be sent to CMT, UM and TC upon completion. <input type="checkbox"/> TC having difficulty is referred to Student Success Team

**This is a recommended timeline for student teaching activities*

Week 9 and 10	<p><u>Mid-Term Evaluation Conference</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mid-Term Evaluation collaboratively written by UM and CMT and presented in a 3-way conference with TC <input type="checkbox"/> UM prepares final document and will make copies for each conference participant. After the conference the UM will go into MyEDHD and “Finalize”- this will include electronic signatures. <input type="checkbox"/> Set date for third formal observation by UM and for second formal CMT observation <input type="checkbox"/> TC having difficulty is referred to Student Success Team
Week 11 & 12	<p><u>Second Formal CMT Observation</u> (conducted before UM returns for his/her third observation)</p> <ul style="list-style-type: none"> <input type="checkbox"/> CMT may use BGSU Observation Form (see Appendix, p. 69) <input type="checkbox"/> Conduct post observation conference with TC who retains a copy of observation notes for his/her files <input type="checkbox"/> Copy may be requested by UM. <input type="checkbox"/> TC having difficulty is referred to Student Success Team
Week 13 & 14	<p><u>Third Formal UM Observation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow observation format [30 minute pre-observation conference, full period observation (at least 40 minutes), 30 minute post observation conference with TC and CMT]. <input type="checkbox"/> Use Observation Form (see Appendix, p. 69). <input type="checkbox"/> Date and time set for final evaluation three-way conference <input type="checkbox"/> UM meets with CMT after student teacher post conference to discuss plan for collaborative final evaluation and when CMT must submit their comments and rating suggestions to UM via MyEDHD. <input type="checkbox"/> Students will submit evaluation forms for the CMT and the UM online in MyEDHD. <input type="checkbox"/> TC is to complete the Summary Reflection on Student Teaching/Internship Experience form via MyEDHD. UM will be notified when TC submits. UM must contact the TC if not submitted by deadline. <input type="checkbox"/> CMT will submit an evaluation of the UM online via MyEDHD. <input type="checkbox"/> UM to complete online Observation Form within 48-72 hours of the observation date. Observation notes will automatically be sent to CMT, UM and TC upon completion. <input type="checkbox"/> TC having difficulty is referred to Student Success Team
Week 15 & 16	<p><u>Final Evaluation Conference</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Final Evaluation collaboratively written by UM and CMT and is presented in a 3-way conference with TC <input type="checkbox"/> UM will input final evaluation into MyEDHD after receiving the CMT comments sent through MyEDHD. <input type="checkbox"/> UM prepares final document and sends copies electronically to each conference participant. All parties will complete with an electronic signature. <input type="checkbox"/> UM checks for all required evaluations and forms submitted online from CMT and TC through MyEDHD by Monday before exam week. <input type="checkbox"/> TC having difficulty is referred to Student Success Team

This is a **recommended timeline for student teaching activities*

Section IV: Policies & Procedures

Professional Conduct for Ohio Educators

Standards of ethical behavior in education are based on commitment to core values rooted in the history of our field. BGSU follows the guidelines presented in the Professional Conduct for Ohio Educators, which can be found at: <http://education.ohio.gov/Topics/Teaching/Educator-Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed>

Placement Policies and Procedures

I. General Placement Process

Placement Decisions Policy

Placements are made by the Office of Field Experiences in partnership with the program area are based on the following factors:

1. Eligibility of the Teacher Candidate (TC).
2. Quality and availability of approved field sites within a 70 mile radius of BGSU.
3. The TC's previous field experiences to ensure a diverse placement.
4. Availability of qualified University Mentor (UM) and Classroom Mentor Teacher (CMT).
5. Location of TC's prior school experience. TCs are not to complete their professional year in schools they attended or from which they graduated.
6. TCs are not placed in a school where a close family, friend, or relative is attending or professionally employed.

Placement Changes Policy

Changes in placements are extremely rare due to the limited number of available sites and the importance of maintaining positive working relationships with school partners. It is the responsibility of the Director of Field Experiences in conjunction with a Student Success Team (SST) to determine if a change in placement is to be made. Placement change requests should be made only after thorough investigation of all circumstances and an attempt has been made to resolve issues. Placement changes will only be considered after conferences with the prescribed parties through a SST.

NOTE: Dismissal from a school for methods and student teaching will result in a failure in methods or student teaching and will be referred to a SST.

II. Transient Student Teaching (Hardship)

All requests by Teacher Candidates (TCs) to complete TC teaching/internship outside Bowling Green State University's geographical area (60 mile radius from BGSU) must be submitted in writing on the official ***Student Teaching/Transient Status Request Application Form***. TCs can find the Transient Status Request forms in the Office of Field Experiences (OFE). The TC must be in good standing, with GPA requirements for program met, and prerequisites taken or in place to be finished before the student teaching semester.

1. Student needs to complete the form(s), including the necessary attachments:
 - a. Transient Status Request Application Form
 - b. Cover letter explaining hardship, along with documentation (i.e. letters from physician, marriage license, military orders, etc.)
 - c. Official transcript
 - d. Student teaching/internship personal data sheet
 - e. Three (3) recommendation forms (see #5 below)
 - f. Current BCI&I/FBI background check
 - g. Check/money order for non-refundable \$200 processing fee
2. Return the Transient Status Request Application with all materials to the OFE, in 101 Education Building.
 - a. Deadlines for request submission:
 - i. Spring Semester student teaching: August 31 of the preceding year
 - ii. Fall Semester student teaching: January 31 of the same year
3. Applications will be submitted and reviewed by the Transient Review Committee. Within four weeks of the due date(s) listed above, the committee will approve or deny transient status. The Committee will consist of three (3) program coordinators; one from the School of Teaching and Learning School of Intervention Specialist, Physical Education Teacher Education, Art Education, and/or Music Education. If the program area coordinator for the student who is requesting is not one of the committee members, they will be present and a voting member. The Associate Dean of Student and Academic Affairs of the College of Education and Human Development (EDHD) will serve as an ex officio member. Appeals to a decision will be submitted to the EDHD Associate Dean of Student and Academic Affairs.
4. If support fees exceed local rates, student will be notified of anticipated additional costs. Support fees include expense for Classroom Mentor Teacher (CMT), University Mentor (UM), and/or processing fee if an additional university will be assisting with the placement, etc. Some universities may require payment directly to them or the assigned UM appointed by their university.
5. Students will be required to distribute three (3) recommendation forms to BGSU faculty specifically from EDHD or BGSU Methods or Content Area Instructors to complete in support of the student's request for transient status. All three recommendation forms must be received in the OFE by the application due date specified for the semester requested.
6. If the student's application is approved by the committee, communication will begin to request distant placement. The time for notification of a placement will depend on availability of a placement site and securing a UM within the designated area. The OFE will:
 - a. Confirm student teaching/internship eligibility
 - b. Contact host institution to see if placement is feasible in the area requested
 - c. Contact the student with the total addition of costs, if any, and student will have one week to accept or reject continuance of this request.
7. If a Request Application has been approved by the committee, but the OFE is not able to secure a placement and a qualified UM in the requested area, the nonrefundable \$200 processing fee will be applied to the student's Bursar account. The OFE will initiate the paperwork to secure a student teaching/internship placement in BGSU's geographical placement area.

Definition of Hardship

A student teaching applicant will be considered to be a hardship case when he/she has been compelled to change his/her place of residence to an area in which student teaching supervision is not provided by Bowling Green State University. The reason for such change of residence will involve such circumstances:

- (a) Serious terminal illness or death of an immediate family member* (TC's spouse, son, daughter, or parent, (but not a parent by in-law), from which the care of the TC is deemed necessary and documentable;
- (b) Serious illness of a TC needing specific medical care in order to continue with schooling;
- (c) Care of TC's small children for which family assistance is required due to separation, divorce or illness, or death of TC's spouse;
- (d) Location of employment of the spouse of the TC. This will include circumstances such as military service or a change in residence due to the marriage of a TC before or during the TC's teaching semester;
- (e) Extenuating circumstances on an individual case basis with supportive documentation. This will exclude financial hardship solely due to normal living expenses, gas and/or travel expenses, possibility of job opportunity, etc.

*Refer to Transient Status Request forms for definition per Family Medical Leave Act of 1993 (FMLA)

III. National/International Teacher Candidate Experience

National/International Teacher Candidate Policy

Students interested in applying for a national/international student teaching experience must turn in a completed application form and supporting documentation to the Office of Field Experiences, 101 Education Building.

Those selected will be made aware that this placement is "tentative" pending final evaluations in their methods experience and any classes that are required prior to student teaching. Final selections will be based on the school and/or district's placement availability. The decision of the Interview Committee is final.

National/International Teacher Candidate Procedure

In addition to applying for your professional year placement, Teacher Candidates (TCs) will need to submit: a separate application for an international or national experience, a current DARS Report, an essay, and 3 signed letters of commendation, one of which has to be from a BGSU instructor in TC's content area. Additional information, applications and the guidelines for submission are available in the Office of Field Experiences (OFE), 101 Education Building. The deadline to apply for fall and spring national/international student teaching is the Friday before Spring Break.

TCs chosen for national or international student teaching placements must attend an orientation seminar concerning the requirements of the student teaching program. International candidates must attend BGSU student teaching orientation prior to departure for their international national site and must register with Study Abroad at

<http://bgsu.studioabroad.com/?go=BGinBrazil>. National candidate must attend student teaching orientation in Aldine, Texas and must depart for their site prior to Aldine's orientation date. Aldine district will inform OFE of the orientation date.

IV. Teacher Interview

Interview Policy

Teacher Candidates (TCs) are to interview with their Classroom Mentor Teacher(s) (CMTs) prior to the start of their professional year and/or for each subsequent placement.

Interview Procedure

Upon notification of the placement site and CMT, the TC is to call the school and request a date and time for an interview with the CMT. If possible, the interview schedule should allow time for observation of the CMT working with a class in addition to the opportunity for discussion of teaching goals and philosophies. Interview forms, after being signed by the CMT or the principal, are to be returned to the Office of Field Experiences. **No placement is finalized until a successful interview has been completed.** Forms are to be sent/delivered to the Office of Field Experiences, 101 Education Building, as soon as the interview has been completed.

V. Criminal Background Check

A criminal background check (fingerprinting) by the Bureau of Criminal Investigation and Identification (BCI&I) and a FBI criminal history check is a requirement for Ohio licensure and for the professional year. Proof of current background checks, valid for one calendar year, must be provided to the Office of Field Experiences (OFE) by **July 1** prior to the professional year to establish eligibility. TCs planning to begin their professional year in spring semester must provide proof of current, valid background checks to OFE by **December 18**. The results must be provided to the building principal (or other designee) by the first day of the field experience or the Teacher Candidate (TC) will not be allowed to begin. The TC may complete this process in Bowling Green or in his/her hometown. It is recommended that the TC have their BCI&I/FBI background checks sent to themselves at their local address. The TC will be responsible for making sure this document is submitted to their placement site upon entering their professional year. TC must maintain a copy of their results.

Additional information is provided with the methods and student teaching packets. Fingerprinting can be completed at the BGSU Bookstore.

If, at any point in time, during the professional year (methods or student teaching) a TC attends their field placement site without a current (not expired) BCI&I and FBI background check, they will be immediately removed from the placement site until proof of a valid, current check is provided.

VI. Substitute Teaching

Teacher Candidates cannot be used as substitute teachers in the classroom or in school-sponsored non-teaching activities (ex. playground, cafeteria, recess). The Classroom Mentor

Teacher(s) or other specifically designated teacher must be available for help and guidance at all times.

VII. Dress and Grooming

Teacher Candidates' (TCs') dress and grooming must be consistent with the standards established in the assigned school. TCs are expected to dress as professionals and are to model appropriate appearance and hygiene practices for TC under their care. A Classroom Mentor Teacher or building principal may remove a TC from their placement if dress is deemed by them to be inappropriate.

VIII. Transportation

A Teacher Candidate (TC) is responsible for securing his/her own transportation to and from a professional year site. A TC placement site will not be based on lack of transportation. All TCs must have the means to commute to assigned placements. The Office of Field Experiences will provide TCs placed at the same site carpool lists prior to the start of the field experience semester.

IX. Teacher Candidate Insurance

Liability Insurance

Bowling Green State University provides general liability insurance for the Teacher Candidates (TCs) while they are at their assigned professional year sites provided that TCs are enrolled in at least 1 hour of BGSU coursework. This policy is provided at no cost to TCs and such coverage shall include, but not be limited to, injuries, damages, or liability incurred. This general liability insurance only covers performance of TC regular responsibilities occurring at the assigned site of the TC teaching during the required hours of the school day. TCs are responsible for providing their own health and property/casualty insurance.

TCs may purchase additional professional liability insurance. Those TCs participating in any supplemental activities at the site (e.g., tutoring, coaching, after-school programs, etc.) must provide their own professional liability insurance to cover these additional activities.

The University and the College of Education and Human Development (EDHD) do not endorse or recommend any particular insurance program or policy. TCs may acquire professional liability insurance by joining the NEA (National Education Association) through the Ohio Student Education Association (OSEA). This is the TC group of the Ohio Education Association (OEA: www.ohea.org), a state branch of NEA (www.nea.org). A benefit of membership is inclusion in the Educators Employment Liability (EEL) insurance program. In addition to professional liability insurance, the OSEA annual membership fee includes subscriptions to *Ohio Schools*, *NEA Today*, and *Tomorrow's Teacher*.

More information about the benefits of the NEA TC program and FAQ can be found at: www.nea.org/home/1600.htm, and www.nea.org/home/17770.htm. Each school district has the responsibility of having and maintaining insurance coverage for the negligent and/or wrongful actions of its own employees, personnel, agents, and representatives that may result in injuries, damages, or liability to the College's TCs.

X. Outside Activities – Jobs/Coursework

Outside activities and/or a job will not be accepted as a rationale for poor performance in the Professional Year Experience. It is up to the Teacher Candidate to arrange a schedule that does not interfere with performing required tasks and duties during the Professional Year.

XI. Early Start Policy

Early Start

The beginning of the school year is a very important time for teachers to establish the classroom structure. Setting up the classroom, planning the first days, creating a positive classroom culture, and establishing procedures and routines are all done in the days prior to the school year and the first week when school first begins. Because of this, it is important for Teacher Candidates (TCs) to experience this in the fall of the year when classroom teachers establish the structure of the classroom so the TC will be prepared to set up their own classroom.

Early Start: Methods (Optional)

Teacher Candidates (TCs) may begin methods when the participating school year begins. This allows the TC to work with his/her Classroom Mentor Teacher (CMT) to see how the beginning of the school district's year works. TCs will contact their CMT to determine the start date and then attend the first days of school. The TCs will then follow the BGSU calendar for the remainder of the semester. Early start days will not be used as make-up days for absences.

Early Start: Student Teaching (Required)

During student teaching, the TC will **follow the participating school calendar** where they are completing their student teaching. This means that the TC will **begin in the fall when the school does (usually sometime in August) or in the spring (usually early in January), in either case, likely before BGSU**. The TC's obligation to the school begins when teachers and students for the assigned placement resume classes, regardless of the BGSU start date. Early start days will not be used as make-up days for absences.

XIII. Attendance Policy for Methods and Student Teaching

Attendance is a key component of professional conduct, and BGSU Teacher Candidates (TCs) are expected to be at their field sites each assigned day, as Classroom Mentor Teacher(s) (CMTs) and P-12 students are relying on their consistent, punctual presence. Since school district calendars vary, a *minimum* number of attendance days for all TCs is required each semester (**see chart below**), permitting occasional *legitimate* absences for illness, emergency, weather cancellations, etc. This attendance minimum is reported to the state of Ohio and must be fulfilled. **Please note: A complete day for a TC means being present through the district’s approved teacher sign-in time and departure times.**

TCs in methods follow the BGSU program calendar, while TCs in student teaching are to follow the assigned site’s calendar. TCs are to be present each day teachers are expected to be in the building, including all teachable and school-based professional development days.

Methods: TCs are expected to follow the methods field calendar as designated by their teacher preparation program. (See chart below.) If a TC does not have the required number of full days present in the field by the last designated field day on the methods calendar, he/she will receive a grade of “Incomplete” for the methods practicum until the requisite number of days are completed. Optional early start days will count toward the total number of days present for TCs who choose to take advantage of this professional opportunity.

Student Teaching: TCs are expected to begin student teaching when the district begins (fall or spring semester) and remain through the Friday before BGSU’s finals week, attending the *maximum* number of full teachable and Professional Development days in the school calendar. At *minimum*, TCs must complete full days in their school sites, as designated by their teacher preparation programs, to successfully conclude student teaching. (Note: The required number of days includes attendance at the Teacher Job Fair; otherwise, TCs must be in their field sites.) TCs not completing the minimum number of field days by the Friday before BGSU’s finals week will receive an “Incomplete” for the student teaching practicum until the requisite number of days is fulfilled.

Program	Minimum Days (METHODS)
ARTE	16
AYA	32
EDWF	32
IEC (Juniors)	22
IEC (Seniors)	38
MCE	32
SIS	30
WL	28

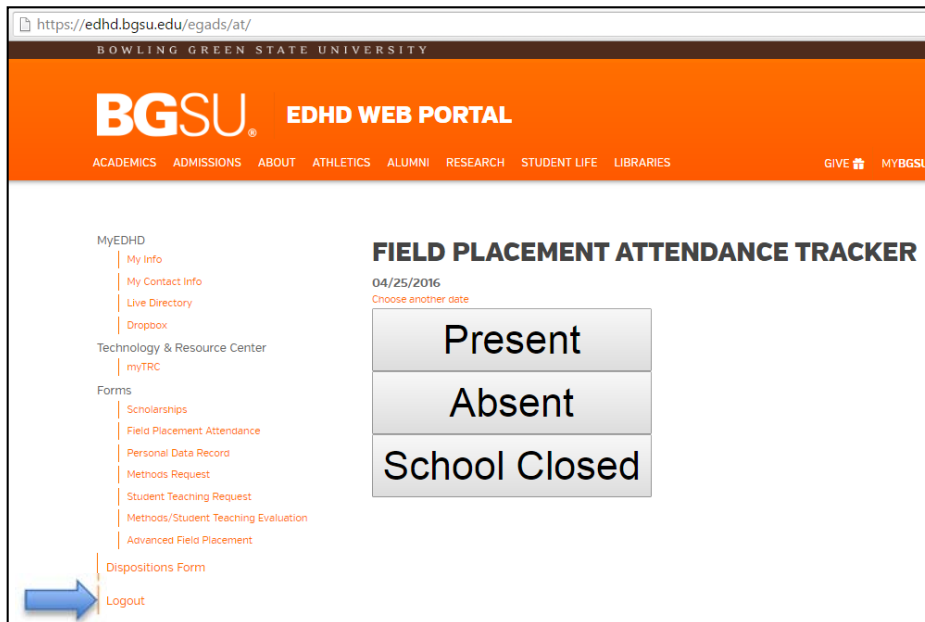
Program	Minimum Days (STUDENT TEACHING)
ARTE	70
AYA	70
EDWF	70
IEC (Juniors)	56
IEC (Seniors)	70
MCE	70
MUED	70
PEHE	70
SIS	70
WL	70

Verification of Attendance

It is the TC's responsibility to input his/her attendance via MyEDHD. Failure to do so will result in failing methods or student teaching. It is the responsibility of the TC to have his/her CMT(s) verify attendance via MyEDHD. Any day that is not verified will be considered an absence to which the attendance policy will. Any misrepresentation is prohibited and will be subject to disciplinary sanction.

Directions for Teacher Candidates:

- Login MyEDHD (<https://edhd.bgsu.edu/egads/at/>)
- You will be automatically routed to the current day (there is an option to choose another date if need be)
- Choose one of three options: **Present**, **Absent**, or **School Closed** (e.g., inclement weather, holidays, spring break, etc.)
- Logout when finished inputting attendance



The screenshot shows the BGSU EDHD Web Portal interface. The browser address bar displays <https://edhd.bgsu.edu/egads/at/>. The page header includes the BGSU logo and the text "EDHD WEB PORTAL". Below the header is a navigation menu with links for ACADEMICS, ADMISSIONS, ABOUT, ATHLETICS, ALUMNI, RESEARCH, STUDENT LIFE, LIBRARIES, GIVE, and MYBGSU. The main content area is titled "FIELD PLACEMENT ATTENDANCE TRACKER" and shows the date "04/25/2016" with a link to "Choose another date". Three large buttons are displayed: "Present", "Absent", and "School Closed". On the left side, there is a sidebar menu with categories: MyEDHD (My Info, My Contact Info, Live Directory, Dropbox), Technology & Resource Center (myTRC), Forms (Scholarships, Field Placement Attendance, Personal Data Record, Methods Request, Student Teaching Request, Methods/Student Teaching Evaluation, Advanced Field Placement), Dispositions Form, and Logout. A blue arrow points to the Logout link.

It is the responsibility of the Teacher Candidate to ensure their CMT's verifies their attendance for methods/student teaching on a *monthly* basis. Any day that is not verified will be considered an absence to which the [attendance policy](#) will apply.

Directions for CMT's

- Login MyEDHD (<https://edhd.bgsu.edu/egads/at/>)
- You can choose to confirm your Teacher Candidates attendance or change their reported attendance.
- CMT's will have the option of clicking on "details" if you would like to add any notes about a particular day.
- Once finished click "confirm"
- Logout

	Present	Absent	School Closed
• 3/22/2016: Present	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• 3/23/2016: Present	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• 3/24/2016: Present	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• 3/25/2016: School Closed	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
• 3/28/2016: School Closed	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
• 3/29/2016: School Closed	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
• 3/30/2016: School Closed	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
• 3/31/2016: School Closed	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
• 4/1/2016: School Closed	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
• 4/4/2016: Present	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• 4/5/2016: Present	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

XIV. Strikes, Boycotts, Work Stoppages, Riots

The Teacher Candidate (TC) must not report for duty or be in or near the assigned school building in the event of strikes, work stoppages, boycotts, or riots. The TC should report such a situation to the Office of Field Experiences immediately and follow directions provided by the College of Education and Human Development. A TC will not be placed in a district that is known to be under sanction.

XV. Sexual Misconduct

A Teacher Candidate (TC) who is dismissed from a school on the basis of admitted and/or documented evidence of sexual misconduct with a pupil(s) at his/her field experience site will have a report of that misconduct become part of his/her permanent record file. In accordance with the Ohio Revised Code, such misconduct shall immediately be reported to the local police agency for investigation. The TC shall be denied a new field placement pending the results of the investigation.

Any subsequent field placements will only be made with the full knowledge and consent of the Superintendent of the participating school district and the College Dean. Recommendation for licensure shall remain contingent upon satisfactory completion of all required field experiences, including a minimum of 16 weeks of Student Teaching and evidence of good moral character as defined by the Ohio Department of Education. The College of Education and Human Development will refer to the University Student Code of Conduct, located at <http://www.bgsu.edu/student-handbook/code-of-conduct/code-of-student-conduct.html>, for further consideration of this matter.

XVI. Sexual Harassment

Sexual harassment will not be condoned. Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment. A report of sexual harassment in a field site will be fully investigated and appropriate action will be taken if the report is found to be true and accurate. This may include, but is not limited to, removal from the field site for the remainder of the semester.

XVII. Felony Conviction Policy

A Teacher Candidate convicted of a felony will not be eligible for licensure per Ohio Revised Code (<http://education.ohio.gov/Topics/Teaching/Educator-Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed>)

XVII. Dismissal Policy and Procedure

Dismissal Policy

The Teacher Candidate (TC) may be dismissed from a teaching site by order of the following:

1. The field site school administrator.
2. The Classroom Mentor Teacher (CMT).
3. Student Success Team.

Circumstances under which a TC may be dismissed include but are not limited to:

1. Non-adherence to school policy and/or procedures.
2. If at any point it is determined the TC does not have a current, valid BCI&I/FBI background check.
3. Failure to comply with field site and BGSU attendance and punctuality directives.
4. Failure to complete tasks in a timely, appropriate manner, including early submission of lesson plans.
5. Failure to meet BGSU program requirements.
6. Failure to meet moral and ethical standards of the profession as defined by the school and the University.
7. Insubordination to the CMT.
8. Failure to fulfill the BGSU TC contract and/or Student Success Plan.

Dismissal Procedure

If a field site CMT, school administrator, or Student Success Team (SST) decides that a TC is to be dismissed the TC will receive a failing grade. If the SST has not been involved in the dismissal decision, a SST meeting will be initiated. The TC may have the opportunity to re-enroll in the professional year only in a subsequent semester, dependent upon the grounds for dismissal and only after a Student Success Plan, as designed by the SST, is successfully completed.

XVIII. Communication Protocol

Communication Protocol for Problem Resolution in Professional Year

It is imperative that the **communication protocol** be **consistently followed** in all matters of the field experience. Teacher Candidates (TCs) need a clear hierarchy to follow in order to receive structured help and or advice in successfully completing their student teaching experience. School partners need to see consistency in problem resolution and further need quality feedback when information is sought. **TCs and University Mentors (UMs) must adhere to this communication protocol** for all questions and help in quickly resolving any issues that may arise during the field experience.

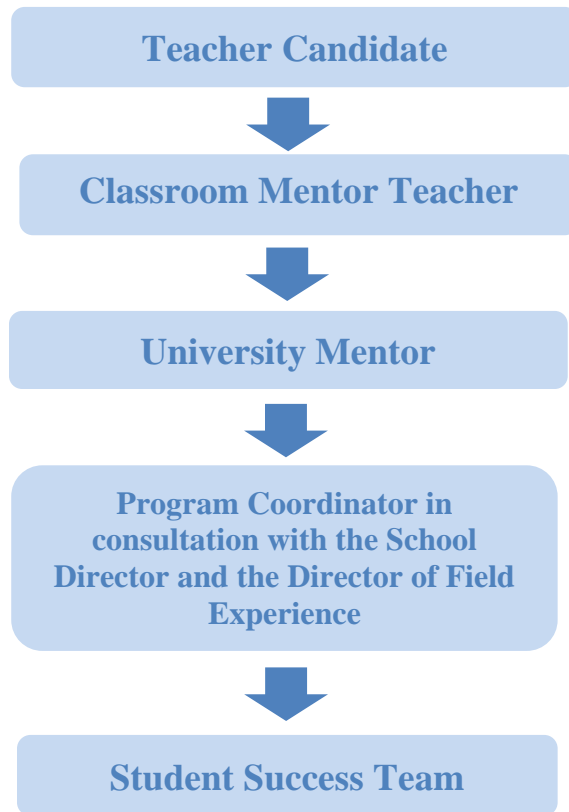
Teacher Candidates: If candidates encounter a problem while in the professional year placement, help should first be sought from the:

1. **CMT**
2. **UM** should be contacted next.
3. **Program Coordinator** is the final person in the communication protocol (the Program Coordinator may assign the issue to the appropriate designee within that program and immediately advise the School Director and the Director of Field Experiences of the issue).
4. Should the issue still not be resolved, the TC will refer it to the **Student Success Team (SST)**, consisting of a body of faculty members and administrators. The SST will meet with the TC to determine the most appropriate plan to achieve success.

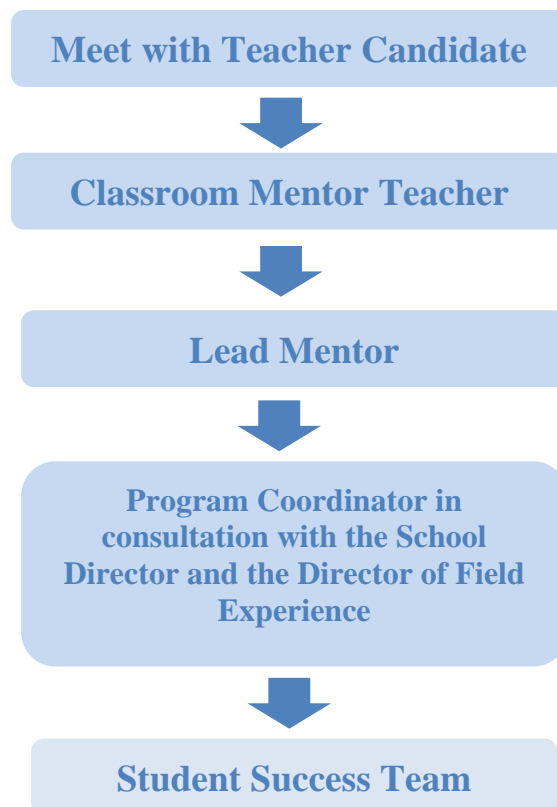
University Mentor (UM): UM will follow a similar communication protocol while meeting the needs of the TCs they serve.

1. First, the UM should document discussions with the **TC** and **CMT** regarding the issue or concern;
2. If there is no resolution, the next person with whom to confer is the **Lead Mentor** of their region;
3. Next, contact the **Program Coordinator** (the Program Coordinator may assign the issue to the appropriate designee within that program and immediately consult with the School Director and the Director of Field Experiences of the issue).
4. Should the issue still not be resolved, the TC will be referred to the **SST**, consisting of a body of faculty members and administrators.

Communication Protocol for Teacher Candidates



Communication Protocol for University Mentors



XIX. Withdrawal from Professional Year

Withdrawal Policy

Withdrawal from a course:

A Teacher Candidate (TC) may withdraw from methods or student teaching and receive either a Withdrawal (W) or Fail (F) according to the University's Withdrawal Guidelines (<http://www.bgsu.edu/catalog/academic-policies/grading-policies.html>).

Withdrawal from the University:

See the policy at <http://www.bgsu.edu/catalog/academic-policies/withdrawal-from-university.html>.

Withdrawal Procedure

TCs withdrawing from student teaching must report to the Office of Field Experiences. The TC is responsible for filing a course withdrawal request (Withdrawal form) on or before the last day of the 12th week. Withdrawal forms can be found in the Student and Academic Services Office (102 Education Building).

XX. Extended Professional Year

Extended Methods Procedure

If the Teacher Candidate has not met successful progress, they will be referred to a SST where it will be determined if they can extend their methods or student teaching experience to provide more time in the field in order to evaluate the candidate's performance. This is dependent upon CMT/field site approval.

XXIV. Repeating the Professional Year

A Teacher Candidate may repeat the professional year only once in a specific licensure area when indicated by SST.

Section V: Student Success & Intervention

Student Success Team

What is the Student Success Team (SST)?

The SST is a College of Education and Human Development interdisciplinary team designed to support students experiencing challenges during the course of their academic program. The SST offers a team-based approach to problem solving, building supports and providing interventions, ideally, early in the Teacher Candidate's (TC's) career to remediate any issues that may adversely affect successful completion of their program. The SST is also an opportunity for TCs, faculty and related field personnel to share concerns while positively planning for successful outcomes.

Who are the members of the SST?

The team consists of interdisciplinary faculty members appointed by the Dean or designee from the School of Teaching and Learning, School of Intervention Services, and the School of Human Movement, Sport, and Leisure Studies, who will work with TCs to identify possible ways to help the TC experience greater success. Relevant faculty/staff such as an advisor, seminar/practicum instructor, University Mentor (UM), Classroom Mentor Teacher (CMT), program coordinator, and/or other faculty who have had the TC in class who know or work with the TC could be invited to participate in the team meeting.

Why is a TC referred to the SST?

Referrals for an SST meeting occur for many different reasons. A TC may be experiencing difficulties related to academics, field experience, dispositional areas, or health concerns, to name a few. The interdisciplinary team process allows for greater exploration of potential causes and solutions to address the area of need to help the TC experience greater success in their current educational path or provide recommendations for a more suitable career. The Field Director will determine the necessity of a SST before a change of placement is considered.

How is a TC referred to a SST?

If you have a TC who is struggling in class or in the field, either academically or with dispositions, and you have tried remediation with minimal success, please complete the [online professional dispositions form](#) and contact Serena in the Office of Field Experiences at 419-372-7389. Email her at sswieci@bgsu.edu to make a referral.

What are Interventions?

Interventions are strategies identified to help a TC experience greater success. They may include utilizing different instructional approaches, or adding supports such as content specific tutors, learning commons, counseling, specific faculty tutoring, additional UM supports, or outside experts such as a specialized coach.

What will occur during the SST Meeting?

During the SST meeting, team members will review the TC's overall progress, as well as strategies that have been utilized to address issues or concerns. The meeting serves as a problem-solving session in which the team, including the TC, can discuss the concerns, attempt to identify potential causes, develop potential ways to address the concerns, and then analyze the possible interventions. It is through this information exchange process that effective strategies and interventions can be suggested, tested, and monitored. The selected interventions, strategies, and implementation timelines are recorded in a Student Success Plan that will be reviewed periodically and in effect until graduation. This Success Plan will be

developed by the TC's Program Coordinator with review and input from the SST. A follow-up meeting will be scheduled to review the success of the interventions developed in the Student Success Plan. At this meeting the team may determine:

- The interventions were successful, and further intervention assistance is not needed
- The interventions were successful, and further interventions need to be added for other areas of concern.
- The interventions were somewhat effective. Further or modified interventions are needed to gather more information. A follow-up meeting will be scheduled.
- The interventions were not effective, or one or more of the Success Plan conditions were violated.

TC in Pre-professional Year

In the event of violations of any one or more of the conditions in the Success Plan, at that time, the SST will reconvene to recommend to the college Dean or designee whether the candidate will be permitted to continue in a Teacher Education Program.

TC in the Professional Year

In the event of violations of any one or more of the conditions in the Success Plan, this will constitute a failure in methods and/or student teaching. At that time, the SST will reconvene to recommend to the college Dean or designee whether the candidate will be permitted to continue in a Teacher Education Program.

Teacher Education Dispositions Process

Undergraduate

Step One: Transition Point One – Key Assessment

The disposition process begins in the EDTL 2010 course. In this course, Teacher Candidates (TCs) are introduced to the elements, process, and initial use of the dispositions form. All TCs will, at the end of this course, provide a Likert scale self-rating of their current dispositions development. This allows the candidate to become familiar with each item. The TCs will complete the disposition form online at the end of the semester. After the course instructor presents and explains the disposition process and form, TCs will be asked to electronically sign a copy as evidence that they received it and understand how it will be used. They acknowledge that they will be held accountable for all items on the form as they proceed through their program.

Transition Point Two – Key Assessment

In the field component of the EDFI 3010/3020/3030 course, the BGSU instructor in the course will complete the disposition form online.

Transition Point Three – Key Assessment

In the methods seminar course, the instructor will have the Classroom Mentor Teacher (CMT) complete the disposition form online for each TC.

Transition Point Four – Key Assessment

During student teaching, the University Mentor (UM) will complete the disposition form for each TC under his/her supervision.

Graduate

Step One: Transition Point One – Key Assessment

The disposition process begins in an introductory course in every program. In this course, TCs are introduced to the process and initial use of the dispositions form. All TCs will, at the beginning of this course, provide a Likert scale self-rating of their current dispositions development. This allows the TC to become familiar with each item.

After the course instructor presents and explains the disposition process and form, TCs will be asked to electronically sign a copy of the form as evidence that they received it and understand how it will be used. They acknowledge that they will be held accountable for all items on the form as they proceed through their program. At the end of this course, the instructor will electronically complete the disposition form on each TC.

Transition Point Two – Key Assessment

During a Capstone Class or Internship, the Instructor or UM (if in a field experience course) will complete the electronic disposition form for each TC.

Teacher Candidate with a Disposition Issue during their Program

After the initial form completion, any instructor who feels that a Teacher Candidate (TC) is not meeting a particular professional standard will use the College of Education and Human Development Dispositions Form.

The instructor should first schedule a meeting with the TC and discuss concerns about non-professional behavior. A Red Flag should be placed in the Student Success Net system if the TC does not attend the meeting. The Red Flag will notify the candidate that (s)he must meet with the faculty member, or a disposition form will be submitted without his or her input. At the meeting with the instructor and candidate:

- 1) The College of Education and Human Development Teacher Education online Disposition Form should be completed online and signed by both the instructor and the TC. The instructor should establish written goals for the candidate. Instructor should document progress periodically in the online system.
- 2) The Program Coordinator and School Director (Field Director, if applicable) must be notified of the online form completion.

A Student Success Team (SST) is required to meet with the candidate to discuss remediation strategies if:

- 1) An instructor requests a meeting;
- 2) A TC receives two negative ratings in any category or combination of categories;
- 3) A TC commits one infraction considered severe by an instructor or administrator.

The SST meeting is initiated by contacting the Office of Field Experiences (Serena Swiecicki). At the SST meeting, a plan will be developed and subsequently monitored by the Program Coordinator or an assigned faculty member.

If a TC receives an additional negative rating in any category or combination of categories after the SST's remediation, the SST shall review the documentation and:

- 1) Permit the candidate to proceed in the program with appropriate additional remediation;
- 2) Delay or terminate the internship or field placement;
- 3) Make a recommendation to the Dean to remove the candidate from the program.

TC Appeal Process:

TCs who wish to appeal the SST's decision must prepare a written appeal and present it to the Director of the School in which the TC is enrolled, as well as to the Associate Dean.

Section VI: Roles, Responsibilities, & Guidelines

Teacher Candidates Expectations

- Arrive early and stay late. Good teaching takes time and preparation.
- Always carry telephone numbers for the school, the Classroom Mentor Teacher (CMT), and the University Mentor (UM). It is the Teacher Candidate's (TC's) responsibility to make contact in cases of emergency.
- Do not wait until someone tells you what to do—TAKE INITIATIVE! Look for things to do and do them, with your CMT's permission.
- Be friendly and courteous to administrators, teachers, office personnel, and maintenance staff.
- Observe and ask questions—you are not expected to know everything.
- Observe the similarities and differences between what has been suggested in your education classes and what the CMT is doing. Do not assume that your instructors and/or CMT are right/wrong. The realization that not all people do things in the same way should be comforting to you. But, do ask permission to do things that are unusual or drastically different from the CMT's established procedures.
- Do not be afraid to fail; sometimes you learn more when a lesson goes poorly than you do when it is successful. In either case, you should analyze each lesson to determine what worked and why or what did not work and why. The ability to analyze what is not working and change strategies is a good skill to develop.
- Ask for suggestions and feedback about ways you can do things better. Criticism, suggestions, and feedback are NOT personal attacks. You are not going to improve if you don't find out what you need to improve upon.
- Always do what you have been asked to do and do it on time. Better yet, always do more than you have been asked, and do it early.
- Before you leave for the day, make sure that you have everything prepared for the next day. You are still responsible for having the lesson plans and materials prepared even though you may not be at school (due to emergencies).
- Participate in school activities, conferences, or other functions whenever possible—it is part of teaching.
- Remember that you represent Bowling Green State University and act accordingly.
- Maintain a professional demeanor. If you have criticisms, ONLY share them with your CMT, UM, or program coordinator.
- Personal information about students and faculty is **personal and confidential** and is not to be shared with others.
- Be mindful of word and deed. Be careful that what you say and do cannot be misinterpreted as sexual harassment.
- Do not give your personal email address or telephone number to students, and do not receive messages from your students' personal telephone numbers or email addresses.

- Be sure to come prepared for parent conferences. Have with you your grade book, work samples, and any student behavior records. For difficult conferences, you should have another person present.
- Be mindful of your activity online in social media.

Teacher Candidate Checklist

Check each item as it is completed during your professional year. Please note that there may be additional program-specific requirements.

- Submit Bureau of Criminal Identification and Investigation (BCI&I) background check (fingerprinting) and FBI results to schools requiring documentation. Show a copy of these checks to the Office of Field Experiences (OFE) before the first day of your placement.
- [Review attendance policy](#) in Handbook. Notify the school, your Classroom Mentor Teacher (CMT), your University Mentor (UM), Program Coordinator, and OFE of unavoidable tardiness or absence prior to the beginning of the school day. Obtain necessary phone numbers at the start of your professional year.
- Provide your UM with an accurate daily teaching schedule. Update regularly. Notify your UM of any changes in your schedule due to field trips, etc.
- Work with your CMT to develop a timeline for assuming planning and teaching responsibilities in accord with the [Co-Teaching Model](#) provided as a guide in the handbook.
- Become acquainted with the school building, the resources available to teachers, and procedures, policies and rules. Review both the district Student/Parent Handbook and the Teacher Handbook.
- Ask to be introduced to building level personnel and other teachers.
- Submit lesson plans for approval well in advance of implementation, as agreed upon with CMT.
- Follow the assigned school regulations regarding calendar, attendance, arrival and departure times as these apply to the regular CMT.
- Strictly adhere to the [communication protocol](#) for problem resolution.
- Review/learn existing classroom management plan. Discuss particulars with CMT.
- Demonstrate initiative and creativity by suggesting new ideas, resources, and activities for lesson preparation.
- Be reflective about your professional practice. Accept and implement constructive criticism.
- Attend all staff meetings, parent conferences, and in-service days/activities.
- Interact with all members of the school community in a professional and courteous manner.
- Demonstrate a willingness to learn and grow as a professional.
- Return all teaching materials to your CMT.

- Complete items for your edTPA and professional portfolio (*as required by program area, Student Teaching Semester only*).
- Complete student teaching Summary Reflection Form online prior to Monday of exam week or earlier depending on length (in weeks) (*Student Teaching Semester only*)
- Complete university forms for evaluation of CMT and UM online as directed prior to Monday of exam week (*Student Teaching Semester only*)
- Request letters of recommendation and ask to use specific people as references.
- Send thank you notes to your CMT, UM, and building administrator.

Optional Items

- Attend a building level or district curriculum or technology meeting.
- Attend at least one parent-teacher organization activity.
- Attend a meeting of the building crisis response team.
- Attend an intervention assistance team meeting (where permitted).

University Mentor Roles/Responsibilities

The University Mentor (UM) should work cooperatively with school personnel to conduct and evaluate the professional year experience and to provide support and networking with campus programs and administrative offices.

1. The UM fulfills the following specific roles/functions:
 - Public relations emissary between the university and the cooperating schools.
 - Mentor and teacher for the Teacher Candidate (TC).
 - Intermediary between the TC and the Classroom Mentor Teacher (CMT).
 - Assessor and evaluator of TC progress and development as evidenced in records and reports submitted to the Office of Field Experiences.
 - Instructor of record to submit the final Methods/Student Teaching grade in collaboration with the CMT.

2. Collaborative functions of the UM should be responsibly, efficiently, and cooperatively performed.
 - Visits should be frequent enough so that the CMT is able to feel secure in the proper development of the TC. The minimum number of visits required of a UM is four during methods field experience and six visits for the 16-week student teaching field experience.
 - The UM will make the number of classroom observations and conference visits necessary to aid and assess each TC for whom he/she is responsible.
 - Classroom visits/observations/conferences by the UM should:
 - i. In Methods semester: Include at least an orientation visit, one formal observation (including a pre and post observation conference), and two evaluation visits (a mid-term and final).
 - ii. In Student Teaching semester: Include at least an orientation visit, three formal observations (including a pre and post observation conference), and two evaluation visits (a mid-term and final).
 - iii. Be scheduled or unannounced, as determined by the UM and CMT(s). Observations should last for the length of a usual class period and include a conference with the TC and, if possible, the CMT, both before and following the observation.
 - iv. Be documented with the appropriate formal paperwork.

3. The UM has special mentoring responsibilities pertaining to the TC. (S)he should provide careful orientation for the TC regarding his/her interactions with and responsibility to the collaborating school and the CMT. This can be accomplished by helping the TC to understand:

- Professional expectations in the particular setting.
 - The legal responsibility of the CMT.
 - That conferences and discussion sessions are to be expected and welcomed; that suggestions and recommendations by the CMT are supplied for guidance toward improvement of the TC's professional performance.
 - That lesson plans are to be prepared and made available for critique and suggestions prior to their use (at least several days before presentation, or at a time designated by the CMT). No lesson plans = no teaching.
 - That consultation and discussions with the CMT concerning issues or problems arising from classroom activities should be scheduled on a regular basis.
 - That professional conduct as a teacher is expected at all times in all circumstances related to school activities.
 - That under no circumstances should the TC serve in a "substitute teacher" role.
4. The UM has the responsibility of strictly following the [communication protocol](#) for problem solving.

University Mentor Checklist

In accepting a contract to act as a mentor of BGSU Teacher Candidates (TC), the individual adjunct program staff member agrees to fulfill the specific responsibilities outlined below as well as those delineated in the BGSU College of Education and Human Development Professional Year Handbook.

- Attend August 12th UM Training and all professional development seminars provided by the Office of Field Experiences (OFE).
- Attend monthly regional UM meetings as coordinated by the regional Lead Mentor.
- Immediately following receipt of TC caseload reach out to assigned TCs to review placements, policies, and procedures.
- Visit each assigned TC during the first week of his/her placement to meet the Classroom Mentor Teacher (CMT), review procedures, exchange & verify contact information, obtain a detailed student schedule, and review the BGSU methods calendar. Verify TC is placed with appropriately licensed CMTs.
- Introduce yourself to the building administrator and leave a business card with contact information.
- Promote cooperation, collaboration, and goodwill with all school partners.
- Be available via phone or email to TC and CMTs and respond in a timely fashion to inquiries, problems, or requests for consultation.
- If a TC has difficulty, serve as a conduit between the TC, CMT, Lead Mentor, program coordinator, and the Director of Field Experiences to develop and implement an action plan to resolve the problem.
- Refer TC to the Student Success Team if problems in the field site are not being resolved.
- Complete a minimum of 4 visits during the methods semester: An initial meeting, mid-term evaluation conference, one formal observation and subsequent conference, and the final evaluation conference.
- Complete a minimum of 6 visits during the student teaching semester: An initial meeting, mid-term evaluation conference, three formal observations and subsequent conferences, and the final evaluation conference.
- Submit all formal observations online within 48-72 hours of the observation date during the methods and student teaching semester.
- Collaborate with each CMT to complete a mid-semester evaluation and conference with the respective TC (all 3 present) in methods and student teaching.
- Submit the mid-term evaluation via EGADS (methods and student teaching). The TC and CMT have access to this completed evaluation. CMT password is provided by the UM.
- Ensure TC and CMT e-signatures on all formal evaluations.
- Collaborate with each CMT to complete a final evaluation and conference (all 3 present) of TC in methods and student teaching.
- Submit the Final Student Teacher/Intern Evaluation online to the OFE through EGADS Data System (methods and student teaching).
- Thank CMTs and building administrators at the close of the fall and spring semesters for their work with BGSU TCs. Inquire about potential future CMTs at the field site.

Classroom Mentor Teacher Roles/Responsibilities

The Classroom Mentor Teacher (CMT) should work cooperatively with university personnel to conduct and evaluate the Teacher Candidate's (TC's) experience and to provide support and networking for the TC within the broader school environment. The CMT contributes much to the development of the competencies that are desired in TCs by:

- Providing an atmosphere of acceptance and preparedness for the TC as a professional and co-worker in the teaching staff.
- Becoming familiar with the TC's personal and educational background.
- Providing the TC with information concerning the school, its policies, regulations, available teaching materials, sources of school supplies, handbooks, curriculum guides, etc.
- Supplying the TC with essential data concerning the pupils with whom he/she will be working.
- Introducing the TC to the administrators, teacher colleagues, building personnel, parents, resource personnel, and other professionals.
- Developing an early sense of TC responsibility in long-range unit and daily planning as well as coordinating tasks for the entire teaching team; **using the [Co-Teaching model](#) as a guide to introduce the TC into teaching responsibilities gradually.**
- Collaborative planning for instructional activities for the TC as soon as possible in addition to preparation and setting up of teaching materials, helping individual pupils, etc.
- Establishing timeframe to turn in lesson plans to allow for adequate time for CMT to review and critique in order for TC to adequately prepare to deliver lessons.
- Establishing regular periods (daily at first) for conference and discussion of classroom and teaching issues so that the TC can receive critical preparation and then feedback.
- Suggesting carefully developed classroom management procedures.
- Conferencing regularly with the University Mentor (UM) and the TC.
- Observing lessons formally and informally, providing feedback in writing and online.
- Helping the TC reflect upon and evaluate his/her own progress.
- Allowing the TC to develop his/her own unique teaching abilities and personality whenever feasible, but recognizing and respecting at all times the legal responsibility of the CMT.
- Formally contributing to the TC's written performance evaluations and conferences at the mid-semester and conclusion of the field experience.

Classroom Mentor Teacher Checklist

- Submit verification information (online) as requested by the University Mentor (UM). Further instructions will follow.
- Review the CMT power point.
- Provide the Teacher Candidate (TC) with an orientation to the district/school, policies and procedures. Provide district Teacher Handbook and Student/Parent Handbook.
- Help your TC become acquainted with the building, teaching resources, supplies and audio/visual equipment. Introduce the TC to your colleagues.
- Provide workspace for the TC.
- Review the Professional Year Handbook.
- Work with your TC to develop a timeline for implementing planning and instructional responsibilities for each phase using the [Co-teaching Model](#) as a guide.
- Establish procedures for regular two-way communication, questions, and feedback with both the TC and the University Mentor (UM).
- Discuss format and timing of lesson plan submissions for review and consultation. Review initial lesson plan examples and provide specific feedback.
- Critique weekly lesson plans ahead of time and offer suggestions. Monitor implementation of plans. Offer suggestions and ensure that plans address necessary aspects of the management of the instructional environment as noted in the [Co-teaching Model](#).
- Observe your TC weekly and provide written suggestions for improvement. At least one formal observation should be completed during the term for each of the Ohio Standards for the Teaching Profession and Dispositions. These should be shared and discussed with the UM.
- Conduct problem-solving conferences concerning all issues that may arise with the TC as they occur and keep UM informed.
- Collaborate with the UM to complete the on-line mid-term evaluation.
- Participate in the mid-term evaluation conference with the TC and the UM to review the performance of the TC.
- Collaborate with the UM to complete the final online evaluation.
- Participate in the final evaluation conference with the TC and UM to review the performance of the TC.
- Assist/Advise the TC in arranging observation of other teachers or administrators to learn more about professional activities and gain insights into instructional and classroom management techniques, etc.
- Contact the Office of Field Experiences at (419) 372-7389 or (419) 372-7381 if you have any questions or concerns. For Firelands campus, please contact the student teaching coordinator at (419) 372-0868.

Section VII: Appendix

Career Center

Location 318C Math Science Building
(419) 372-2356 – Call to schedule an appointment.
<http://hire.bgsu.edu>

Contact Information

careerservices@bgsu.edu
Andrea Gutierrez, Asst. Director, Career Services (gandrea@bgsu.edu)
(419) 372-2480

Services

- Individual career consultation
- Drop-in service
- *Career Search Guide*, *Job Search Handbook for Educators*, and other free publications
- Teacher Job Fair
- Career search workshops
- Resume and cover letter writing
- Interviewing techniques
- Mock interviews
- Career Resource Library
- Career Center web site (links to education positions)

Registration

- Use Internet Explorer
- Click on BGSU WORKNET LOGIN
- Complete Student Profile
- Create a resume in Word
- Upload your resume
- Publish your resume

System Features

- Publish your resume in several resume books including Education and All Majors
- Search for positions online
- Apply for positions online
- Schedule interviews

Teacher Candidate: _____

Observer's Name: _____

Lesson Topic: _____

Date: _____

Observation Notes:	Strengths:	Recommendations:
Goals/Next Steps for Teacher Candidate:		

<p>___ 1: Understands student learning, development, diversity</p> <ul style="list-style-type: none"> ___ Knowledge of student development ___ Knowledge of students ___ Expect all students will achieve ___ Model respect for diversity ___ Identifies intervention needed for enrichment, reinforcement, remediation 	<p>___ 2: Knowledge of content area</p> <ul style="list-style-type: none"> ___ Knowledge of content and how to teach it to students ___ Use of instructional strategies to teach central concepts ___ Knowledge of district and state priorities and standards ___ Ability to use cross-curricular approach ___ Ability to make content relevant 	<p>___ 3: Use of varied assessments for instruction and evaluation to ensure student learning</p> <ul style="list-style-type: none"> ___ Knowledge of assessment types and purposes ___ Use of varied diagnostic, formative and summative assessments and how to use data generated ___ Analyze data to monitor student learning and to plan, differentiate and modify instruction ___ Communicate progress with various stakeholders ___ Use of self-assessment and goal setting 	<p>___ 4: Plan and deliver effective instruction for each learner</p> <ul style="list-style-type: none"> ___ Align instructional goals with district and state standards ___ Address the achievement gap ___ Link learning activities to defined goals ___ Plans instructional design and delivery based on how students think and learn ___ Differentiates instruction to support learning needs of all ___ Activities help students become independent learners and complex problem solvers ___ Use of technology and resources to enhance learning
<p>___ 5: Learning environments that promote high levels of learning and achievement</p> <ul style="list-style-type: none"> ___ Treat students fairly in respectful environment ___ Environment is physically and emotionally safe ___ Motivate students to work productively and assume responsibility for learning ___ Students work independently, collaboratively and/or as a whole class ___ Maintain environment conducive to learning for all 	<p>___ 6: Collaborate and communicate with stakeholders to support student learning</p> <ul style="list-style-type: none"> ___ Communicate clearly and effectively ___ Share responsibility with parents to support student learning, emotional and physical development and mental health ___ Collaborate with school stakeholders ___ Collaborate with community to promote positive environment for student learning 	<p>___ 7: Assume responsibility for professional growth and serve as member of a learning community</p> <ul style="list-style-type: none"> ___ Follow ethics, policies and legal codes of professional conduct ___ Takes responsibility for engaging in continuous and purposeful professional development ___ Be an agent of change to impact teaching quality, school improvements and student achievement 	<p>___ Other/ Suggested Resources for Teacher Candidate</p> <ul style="list-style-type: none"> ___ Timely lesson plans ___ Professional dispositions ___ Attendance/Punctuality ___ Other

Use the below ratings for the standards listed: 3=Exceeds Expectations; 2=Meets Expectations; 1=Emerging; 0=Does Not Meet Expectations; N/A=Optional/Not Observed
Observations must be submitted online.

Adapted from The University of Akron's Observation Note Taking Form

Section Two: Ohio Standards for the Teaching Profession

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

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

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

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

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

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.

- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.

- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

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

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

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

- Teachers treat all students fairly and establish an environment that is respectful, supportive

- and caring.
- Teachers create an environment that is physically and emotionally safe.

- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

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

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

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

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



BOWLING GREEN STATE UNIVERSITY
School of Teaching and Learning

To: Parents & Guardians

Topic: Student Release Form: Educative Teacher Performance Assessment

From: _____, Student Teacher, Bowling Green State University

Dr. Nancy Fordham, Coordinator, edTPA, BGSU

Date: _____

As a student teacher at BGSU, I am required by the state of Ohio to participate in the educative Teacher Performance Assessment (edTPA). The purpose is to assist my development as a teacher, and I will be submitting examples of my lesson plans, short video recordings of my teaching, and some evaluations of student work. All items will be included in an electronic portfolio, which will be posted to a secure website at Pearson Education, www.edtpa.com, where it will be evaluated by educational experts.

Since I will be including videos of my classroom teaching, your child *may* appear on these. However, the primary focus is on my instruction, **not** on individual students. Also, I must provide a few examples of student work, and these *may* include samples submitted by your child. No student's name will appear on any submitted materials, or in connection with any video recordings.

Finally, videos taken by me may also be used in BGSU campus classes to illustrate various teaching methods. Video used in my portfolio *may* also be viewed by potential employers as I interview for a professional teaching position. No video will be made public, and no student names or identifiers will be attached.

This form continues on the next page and will be used to record your permission for your child's possible inclusion in my portfolio. Should you have questions, please contact Dr. Nancy Fordham, BGSU, edTPA Coordinator, at 419-372-9819.

Thank you!



BOWLING GREEN STATE UNIVERSITY
School of Teaching and Learning

To: Parents, Guardians, Students

Topic: Student Release Form: Educative Teacher Performance Assessment (edTPA)

From: _____, Student Teacher, Bowling Green State University,
&

Dr. Nancy Fordham, Coordinator, Educative Teacher Performance Assessment, BGSU

Date: _____

Video/Work Permission Form for Students under 18 Years of Age
Please sign and return by _____.

Student's Full Name:	Grade:
School:	Teacher:

I am the parent/legal guardian of the child named above. I have read your letter regarding video recordings and work samples submitted by a Bowling Green State University student teacher to Pearson Education. *Please initial either the "I DO" or the "I DO NOT" box below & sign your name.*

<input type="checkbox"/>	I DO give permission for you to include my child's image on video recordings as he or she participates in class. I also grant permission for you to reproduce materials that my child may have completed as part of classroom activities. No student names will appear on any materials collected and submitted by the student teacher.
--------------------------	--

<input type="checkbox"/>	I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.
--------------------------	---

Parent's/Guardian's Signature:	Date:
--------------------------------	-------

Video/Work Permission Release for Students 18 Years of Age or Older
Please read, sign, and return by _____.

I am the student named above and am more than 18 years of age. I have read and understand the project description provided above. I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted. *(Please initial either the "I DO" or the "I DO NOT" box below.)*

<input type="checkbox"/>	I am the student named above and I DO give permission for you to include my image on video recordings as I participate in class. I also grant permission for you to reproduce materials that I may complete as part of classroom activities. My name will not appear on any materials collected and submitted by the student teacher.
--------------------------	--

<input type="checkbox"/>	I DO NOT give permission for you to video record me or to reproduce materials that I may produce as part of classroom activities.
--------------------------	--

Student Signature:	Date:
--------------------	-------

Referral and Disposition Form (Preferred)

<https://edhd.bgsu.edu/egads/disp/form.php>

Referral to a student Success Team

Student Success Team

Initial Request Form

Name of Person Making Referral:	Date of Referral
Phone Number:	Email Address:
Name of Student:	Student ID#
Phone Number:	Email Address:
Major:	Program:
Year:	Has a disposition form been submitted?

1. Reason for referral:

2. Steps taken to remediate concern:

3. Individuals who should be asked to attend the Student Success Team

**Office of the Dean
College of Education & Human Development**

Methods and Student Teaching Student Success Plan- SAMPLE

This completed and signed contract shall serve as an agreement necessary to complete the student teaching/methods field experience. All conditions must be successfully met (and maintained) to remain in the field placement and pass the course.

Methods/Student Teacher _____

Classroom Mentor

Student Home Address _____

University Mentor

Student Phone _____

Placement Site

Student E-Mail _____

Major/Program _____

Effective Date _____

Program Coordinator

The following is a list of conditions that must be met and maintained for the successful completion of methods and student teaching and shall be considered a contract:

The student shall... (MUST BE MEASURABLE) **SAMPLE GOALS:**

- 1) Demonstrate appropriate professional dispositions as indicted in the EDHD Disposition Form.
- 2) Complete teaching all assigned units in the current field setting.
- 3) Adjust work schedule to permit more time to focus on methods/student teaching.
- 4) Submit all lesson plans to CMT one week prior to teaching.
- 5) Script detailed lesson plans for lessons to be taught from any unit with a focus on how the plan will be differentiated for children in the class.

Violations of any one of the above conditions will constitute a failure in methods and/or student teaching. At that time, the student success team will reconvene to recommend to the college Dean whether the candidate will be allowed to continue in the program.

Professional Year Candidate/Date

Title/Date

Classroom Mentor Teacher/Date

Title/ Date

University Mentor/Date

Title/ Date

Program Coordinator /Date

Title/Date

School Director /Date

Title/Date

Director of Field Experiences/Date

Title/Date

Associate Dean/Date

Title/Date

Disposition Form Completed and on File YES NO

Addendum completed and attached YES NO

444 Education Building
Bowling Green, OH 43403

Phone: 419.372.7401
Fax: 419.372.2828

Approved 8/25/2015

Glossary of Acronyms

ARTE – Art Education teacher preparation program for grades K-12

AYA – Adolescent Young Adult teacher preparation program for grades 7-12. Content areas are Language Arts, Mathematics, Sciences, and Social Studies.

CAEP – Council for the Accreditation of Educator Preparation. Accreditation body that assures the quality and continuous improvement of BGSU's teacher education program (<http://www.caepnet.org/about/vision-mission-goals>).

CMT – Classroom Mentor Teacher. PK-12 classroom teacher who is hosting a teacher candidate.

EDHD – The College of Education and Human Development

edTPA – Educational Teacher Performance Assessment. Required culminating assignment completed by all teacher candidates during their senior student teaching semester.

EGADS – see MyEDHD

IEC – Inclusive Early Childhood teacher preparation program for grades PK-3. Dual license in general education and intervention specialist.

ILA – Integrated Language Arts (see AYA)

IS – Intervention Specialist teacher preparation program for grades K-12.

ISS – Integrated Social Studies (see AYA)

LM – Lead Mentor. Veteran mentors who provide supervision and support for university mentors as well as build partnerships with P-12 schools in a given region.

M – Methods. Teacher Candidates are assigned to a school site, which they visit on a schedule determined by their programs, while simultaneously taking rigorous campus methods classes.

MCE – Middle Childhood Education teacher preparation program for grades 4-9. Content areas are Language Arts, Mathematics, Sciences, and Social Studies

MUED – Music Education teacher preparation program for grades K-12

MyEDHD – The College of Education and Human Development's data management system university mentors and classroom mentor teachers can access teacher candidate information and evaluations. This is also where teacher candidates' attendance is recorded and confirmed.

ODE – Ohio Department of Education

ODHE – Ohio Department of Higher Education

OFE – Office of Field Experiences. Office in the College of Education and Human Development responsible for arranging senior year methods and student teaching placements, supervision of all professional year placements, and associated logistics and record keeping for all professional year placements.

OSTP – Ohio Standards for the Teaching Profession. ODE's seven teaching standards utilized by the Office of Field Experiences for teacher candidate observations and evaluations.

PC – Program Coordinator. Lead faculty member who administrates a teacher preparation program

PEHE – Physical Education Health Education teacher preparation program for grades K-12.

PYE – Professional Year Handbook. Handbook of policies and procedures that drives decision making for teacher candidates, university mentors, classroom mentor teachers, faculty, and Office of Field Experiences during the professional year (methods semester followed by student teaching. The culminating experiences for a teacher candidate).

SIS – School of Intervention Services. Administrates IS programs and jointly administrates IEC program.

SST – Student Success Team. The SST is a College of Education and Human Development interdisciplinary team designed to support students experiencing challenges during the course of their academic program. The SST offers a team-based approach to problem solving, building supports and providing interventions, ideally, early in the Teacher Candidate's (TC's) career to remediate any issues that may adversely affect successful completion of their program.

ST - Student Teaching/Teacher. The Capstone experience for the aspiring teacher is student teaching.

STL – School of Teaching and Learning. Administrates AYA, MCE, WFED, and WL programs and jointly administrates IEC program.

TC – Teacher candidate. BGSU student enrolled in a teacher preparation program.

TELC – Teacher Education Leadership Council. Representatives from Dean's office, School Directors, Program Coordinators, Office of Field Experiences, and Lead Mentors who provide vision and policy for teacher preparation at BGSU.

UM – University Mentor. Provides supervision and support for teacher candidate while collaborating with classroom mentor teacher.

WFED – Workforce Education teacher preparation program for grades 4-12.

WL – World Language teacher preparation program for ages 3-21.