

Middle Childhood Education Methods Handbook

**Policy Manual:
Semester One of the Professional Year**



**School of Teaching and Learning
College of Education and Human Development**

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TABLE OF CONTENTS

I. General Information	<u>Page</u>
• Definition of Terms.....	4
• General Overview: Licensure, Methods, & Student Teaching.....	5
• Methods Block Timeline.....	9
• Roles and Responsibilities	
• The Teacher Candidate.....	11
• The Cooperating Mentor Teacher.....	13
• The University Mentor.....	14
• The Middle Childhood Coordinator.....	15
II. The Methods Block	
• Possible Field-Based BGSU Activities.....	16
• Service to School & Professional Development Activities	16
• Suggestions for Teacher Candidates.....	17
• Recommended Activities	18
III. Important Policies and Procedures	
• Placement Policies	19
• Methods Eligibility Appeals	20
• Substitute Teaching Policy.....	20
• Attendance Policy.....	21
• Student Teaching Eligibility	21
IV. Evaluating the Methods Intern’s Performance.....	22
• Performance Contract	24
• AMLE Dispositions	25
• Options for Interns Experiencing Teaching Difficulties	27
V. Ohio Standards for the Teaching Profession	
• Standards Overview	29

VI. National Middle School Association Standards	30
VII. Required Student Teaching Assignments for Middle Childhood	32
VIII. Appendix: Forms for the Methods Semester.....	34
• Lesson Plan Template.....	35
• Methods Observation Forms.....	38
• Ohio Standards for the Teaching Profession Checklist	39
• Written Observation Form	41
• Collaborative Log	43
• Methods Midterm Evaluation	44
• Final Evaluation Forms	
• Cooperating Teacher’s Final Evaluation	45
• Teacher Candidate’s Final Self-Evaluation	50
• Reflective Professional Development Plan.....	55
• Video Release Form.....	59

DEFINITION OF TERMS

Middle Childhood Professional Year	The culminating experience for undergraduate Middle Childhood Education majors. The professional year involves two senior-year semesters in area schools: one semester of Methods Block and one semester of Student Teaching. This handbook focuses on the Methods Block. A separate handbook is required for student teaching.
Teacher Candidate	A BGSU student who is enrolled in the Middle Childhood Professional Year for methods and, afterward, student teaching.
Methods Block	The first semester of the Professional Year...a “block” of coordinated classes that Methods Students enroll in prior to student teaching. The block is comprised of five core pedagogy classes (with copious homework) and a short-term practicum in assigned field sites. In most cases, methods students remain at these sites for student teaching.
Methods Student	A BGSU student who is enrolled in the “Methods Block.” Methods students have demonstrated their subject matter knowledge by taking the Praxis II content exams as mandated by the Ohio Department of Education. These students also have attained a minimum 2.75 GPA, both cumulatively and in each area of concentration. They must pass their Praxis content exams by the end of methods, or they may not proceed to student teaching.
Student Teacher	A BGSU student who is enrolled in the second semester of the Middle Childhood Education Professional Year for a full-time internship experience. This student has successfully completed the “methods” portion of the professional year and is now prepared to hone his/her teaching skills during the final 16-week student teaching experience.
Classroom Mentor Teacher	A teacher in the public or private schools who has a minimum of three (preferably five) years’ teaching experience and preferably three years in his/her present school setting. The Classroom Mentor Teacher (CMT) collaborates with the University Mentor for supervision of teacher candidates as well as the writing of the midterm and final evaluations.
University Mentor	The University Mentor (UM) has a Master’s Degree, a minimum of five years’ teaching experience in the methods student’s subject area(s), and has completed professional development sessions in mentoring, as well as training related to Ohio’s Resident Educator License. The UM serves as the liaison between the University and the school site, and is directly involved in the supervision and evaluation of Teacher Candidates placed in schools. The UM plays a significant role in providing intervention strategies for struggling methods students or student teachers.
Professional Development Plan (PDP)	A form completed by the intern at the end of the methods semester. Aligned with Ohio’s Standards for the Teaching Profession, it serves as both a goal-setting tool and a progress-monitoring guide during student teaching. (See example in the Appendix of this Handbook.)

GENERAL OVERVIEW:

MIDDLE CHILDHOOD LICENSURE, METHODS, & STUDENT TEACHING

The Middle Childhood License

In Ohio, students who major in Middle Childhood Education are seeking licensure in grades 4 - 9. Teacher candidates (an umbrella term referring to both methods students and student teachers) may choose concentrations in any two of the four core academic areas: math, science, social studies, or reading/language arts. Upon graduation from BGSU, they will have completed 20 - 27 credit hours per subject area, in addition to other general and professional education requirements. This provides middle childhood majors with substantial preparation to teach increasingly complex middle grades subject matter.

Ohio's Resident Educator License

In July 2009, Governor Ted Strickland signed Ohio House Bill 1, which mandated a new licensure system for teachers in Ohio, including a Resident Educator license. In the Governor's plan, the Ohio Department of Education (ODE) developed a Resident Educator Program effective January 2011.

ODE states, "Research on beginning teacher induction has demonstrated that comprehensive, multi-year programs strengthen beginning teacher effectiveness and decrease teacher attrition. Recognizing that these teachers need additional support and training, the four-year teacher residency program will provide Ohio's newest educators with the coaching, mentoring and guidance that are critical to improving their skills, knowledge, and student achievement. Ohio teachers just entering the profession will receive the quality mentoring and guidance essential for a long and flourishing career. Successful completion of the residency program will be required to qualify for a five-year professional educator license.

Ohio has learned much about new teacher induction over the past 10 years that will guide the State Board of Education, Ohio Department of Education and Ohio Board of Regents in effectively developing a framework for the new Resident Educator Program. The Resident Educator License will be issued beginning in January 2011, and the Ohio Resident Educator Program will begin in fall 2011. During the interim period of July 1, 2009 to January 1, 2011, beginning teachers will participate in a Resident Educator *Transition* Program, which will allow teachers who hold a two-year provisional license to advance to a five-year professional license. More information about the Resident Educator Program can be found on ODE's Web site: www.education.ohio.gov, search keywords: *resident educator*." (Information modified from www.education.ohio.gov, 2009)

The Middle Childhood Professional Year at BGSU

At BGSU, the Middle Childhood Professional Year encompasses two phases: (1) the semester-long methods block followed by (2) a semester-long student teaching experience. A methods student is undergoing his/her first formal teaching experience, and the methods semester is meant to serve as a well-supervised, *gradual* introduction to formal teaching. It is less lengthy and generally less

“teaching” intense than the student teaching experience. During semester one (methods), interns take five campus classes, Monday, Tuesday, Thursday, Friday for approximately 10 weeks. Meanwhile, they visit their assigned field site (on Wednesdays) in order to familiarize themselves with the Cooperating Mentor Teacher, students, and procedures.

Criteria for participation in the Middle Childhood Professional Year, depending on entry year at BGSU, are:

- Attaining senior status
- Completing all prerequisite general education courses and program-area coursework, as well as most or all courses in concentration areas
- Attaining a 2.8 cumulative GPA
- Attaining a 2.8 GPA in each area of concentration
- Passing the PRAXIS II and/or OAE (Ohio Assessments for Educators) subject area exams

Methods Courses and Logistics

Methods block courses for each student include the following: (Note: A grade of “C” or better is required in all methods courses.)

EDTL 4410 Content Literacy for Middle Childhood Educators
EDTL 4430 Applied Literacy Assessment for the Middle Childhood Classroom
EDTL 4180 Practicum in School Settings

Depending on areas of concentration, methods students also take two of the following:

EDTL 4460 Investigations in Mathematics for the Middle Childhood Teacher
EDTL 4470 Literacy for Middle Childhood Educators
EDTL 4480 Science Methods for the Middle Childhood Teacher
EDTL 4490 Social Studies for the Middle Childhood Teacher

After the initial ten-week campus phase of the semester, methods students begin interning full-time in their assigned classrooms, implementing the required instructional units they have planned--one per content area. Each unit typically lasts from seven-to-ten days (or as long as prescribed by the classroom teacher) and may be taught sequentially, so teaching can extend through the duration of the field experience. Interns may also teach their units simultaneously and then continue teaching, using either the teacher’s plans or self-designed supplementary plans. Whichever scenario is chosen, ***interns are expected to teach as much as possible throughout the field experience*** in order to hone their skills.

Finally, interns are expected to show progress in meeting evaluation criteria established in the *Ohio Standards for the Teaching Profession* (OSTPs), as well as the standards of the Association for Middle Level Education, both of which are included in this Handbook. As professionals, interns should dress and act accordingly, with careful attention to clean, appropriate attire and to responsible, conscientious behavior in the school setting. ***If, at any time, cooperating teachers feel the intern is violating these policies, he/she should follow the established Communication Protocol, addressing the issue with the student, his/her University Mentor, and if necessary, at higher levels of administration.***

Leaving a Methods Student Alone with Students—Please Don't!

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

Teaching Reading

The state of Ohio requires all middle childhood majors, regardless of concentration areas, to complete 12 hours of reading coursework, referred to as the 12-Hour Reading Core. *(Please note: This is a considered "Teaching Field"--**not** a Reading Endorsement, which requires a minimum of 12 - 15 hours of graduate coursework at BGSU, passage of the OAE reading licensure exam, and permits the teaching of reading in grades K - 12.)*

At BGSU, teacher candidates meet the 12-hour reading core by successfully completing four courses:

- EDTL 2420: Introduction to Reading and Literacy for the Middle Grades
- EDTL 3010: Phonics, Fluency, and Word Study
- EDTL 4410: Content Literacy for Middle Childhood Educators
- EDTL 4430: Applied Literacy Assessment for the Middle Childhood Classroom.

Upon licensure, Middle Childhood majors with a concentration in Reading/Language Arts may teach reading in grades 4 - 9, since they meet Highly Qualified guidelines. They may also teach some Title 1 classes in grades 4 - 6, depending on how the classes are coded. Methods students with language arts concentrations may teach reading as part of language arts instruction or as a separate subject.

Methods students with other concentrations (i.e., non-Reading/Language Arts) may teach reading **only** in grades 4 – 6 (no licensure exam required). Middle childhood graduates without a language arts concentration who wish to teach reading in grades 7 – 9 must seek Highly Qualified status. Highly Qualified, as it pertains to reading, is defined as having one of the following: 30 hours of undergraduate course work in reading; a Masters degree in reading; a passing score on the OAE licensure exam; or 30 clock hours of professional development.

Individuals with questions about the Highly Qualified Teacher designation should contact the Ohio Department of Education: 614-644-6818.

Generalist Endorsement for Grades 4 – 6:

The Ohio Department of Education has approved a Middle Childhood Generalist Endorsement for holders of an existing Ohio middle childhood license. (Note: The endorsement may be earned simultaneously with the initial license). This endorsement permits teachers to add up to two core subjects (math, science, social studies, or reading/language arts) to the content areas identified on their licenses, thus enabling them to teach the additional subjects in ***grades 4 – 6 only***.

To accomplish this, teachers must complete a minimum of six hours of coursework in each new subject area, as specified by the middle childhood program at the institution where the endorsement is sought. Additional requirements are passing scores on OAE Elementary Subtests I & II, which cover all four core content areas. BGSU's undergraduate, post-baccalaureate, and graduate endorsements have been approved by the state department of Education. Undergraduate students interested in acquiring the endorsement should contact either their advisor or Dr. Nancy Fordham, Middle Childhood Program Coordinator.

Student Teaching

The culminating experience for teacher candidates during the professional year is Student Teaching, which lasts 16 weeks and is scheduled for the semester immediately following Methods. ***In most cases, methods students will remain in the same placement for Student Teaching; due to unforeseen circumstances, however, there may be some students whose placements change.*** (See “Important Policies and Procedures” in this Handbook, “Placement Changes Policy/Procedures.”)

During the student teaching semester, **methods students must have teaching experience in both areas of concentration**, though the amount of time spent in each need not be equal. Candidates may, for example, teach one subject area for the first half of the experience and then switch, or they may teach both subject areas the entire semester, possibly supplementing with the teaching of reading. ***Co-planning and co-teaching*** with the classroom teacher ***is strongly encouraged*** during both methods and student teaching.

Whatever the scenario, interns are generally given the first week-two weeks of the semester to finalize unit plans, then transition into teaching full-time. They need to be able to teach the majority of the day (co-teaching with the classroom teacher, or teaching independently) for at least 4 – 6 weeks once they have phased into their instructional responsibilities, then gradually transition out of full teaching responsibilities, though still teaching portions of the day through the last week of the semester. If the school or grade organization does not allow such a schedule, the intern should alert the Program Coordinator and the Office of Field Experiences during the methods semester, and arrange for a new placement for student teaching.

More information about student teaching is available at the back of this Handbook (see Table of Contents) and in a separate *Student Teaching Handbook*, which is available online at www.bgsu.edu/colleges/edhd/advising/sthdbk and in the campus bookstore. Methods students should purchase the *Student Teaching Handbook* and distribute copies to Cooperating Mentor Teachers as the student teaching semester approaches.

Methods Block Timeline

Weeks 1 - 2:

Interns are on campus full-time, Monday, Tuesday, Thursday, and Friday, taking methods block courses.

The teacher candidate should:

- Attend all campus seminars and classes.
- Complete all assignments in an attempt to synthesize as much as possible about middle school philosophy, subject matter, students, and teaching/learning.
- Contact the school/cooperating teacher(s) to arrange an interview and Wednesday visitations.
- Begin constructing a letter of introduction to parents and/or guardians of students he/she will be teaching.

Week 2:

Teacher candidates visit the field site on Wednesday for a full day, according to teacher sign-in/sign-out hours.

Weeks 3 & 4:

Teacher candidates spend two full weeks, full days, in their assigned field site, according to teacher sign-in to teacher sign-out) on Fridays.

The teacher candidate teacher should:

- Get to know the Classroom Mentor Teacher (CMT), students, and school personnel/policies.
- Prepare a seating chart.
- Observe CMT's and other teachers' instruction and classroom management styles.
- Work with individuals and small groups.
- Obtain unit topics from CMT(s) and begin discussing a teaching schedule.
- Assist classroom teachers and students with in-school responsibilities. *(Please note: No outside work, other than the unit topic(s), should be assigned by cooperating teachers, since interns are busy with classes & campus assignments. Interns may, however, do any teaching or tutoring that does not require outside planning.)*
- Work on any field-based assignments.

Week 5 - 9:

Interns continue taking campus classes and visit field site on Wednesdays.

Weeks 10 - 14:

Interns begin their full-time field experience and implement the instructional units they have planned. We recommend co-planning and co-teaching with their mentor teachers prior to transitioning to independent instruction. This benefits both the candidate and the students in the classroom.

The teacher candidate should:

- Teach daily until the last day or two of the field experience.
- Show initiative: assist the Cooperating Mentor Teacher and students with classroom-related activities and assignments.
- Arrange for the University Mentor to observe at least one full lesson.
- Communicate with/seek input from the Cooperating Mentor Teacher on lesson plans, teaching performance, and classroom management.
- Videotape him/herself teaching, and respond to reflective prompts analyzing his/her performance.
- Bring closure to lessons/instructional units.
- Complete a final self-evaluation (in this Handbook) and share with the cooperating teacher.
- Secure unit topics for student teaching.
- Discuss the student teaching schedule with Cooperating Mentor Teacher(s).
- Purchase and supply CMT(s) with *Student Teaching Handbook*.
- Return to campus for methods classes on Wednesday and remainder of week.
- Check with the UM to ensure that performance evaluations have been signed and submitted online.

Week 15:

Candidates finish teaching and return to campus to finalize campus coursework and prepare for the edTPA.

Week 17:

The teacher candidate should...

- Meet with EDTL 4180 instructor, as required, to review electronic portfolio. .
- Submit all required assignments.
- Ensure that all requirements, both campus and field, are met in order to guarantee student teaching eligibility.*

****Important: In order to be eligible for student teaching, interns must...***

- ***Pass the methods field experience (graded “S/U”) based on recommendations of the cooperating teacher(s) and field supervisor;***
- ***Pass all methods block courses with a “C” or better.***

Other requirements, including GPA, are detailed in the “Policies and Procedures” section of this Handbook. See “Student Teaching Eligibility.”

ROLES AND RESPONSIBILITIES

The Teacher Candidate: Professional Expectations

As a participant in the Middle Childhood Education (MCE) professional year experience, the Teacher Candidate is responsible for:

General:

- Completing all assignments in acceptable form by the due dates identified on the course syllabi;
- Attending and participating in all class meetings and seminars;
- Attending the assigned school on the designated days;
- Contacting the Cooperating Mentor Teacher and/or the Faculty or University Mentor no later than the beginning of the school day should an absence be necessary, and ***making up all absences***.
- Adhering to the same schedule as the professional staff, including arrival and departure times and vacation days (student teachers only; methods students follow the university calendar);
- Following the Cooperating Mentor Teacher's schedule including classes, lunch duties, and other supervisory experiences and work periods;
- Treating students as well as professional and non-professional staff with respect;
- Preparing and submitting comprehensive lesson plans to the Cooperating Mentor Teacher for review at least two days in advance. (See lesson plan template in this Handbook.)
- Planning, implementing, and evaluating a minimum of two seven-to-ten day units -- one in each area of concentration;
- Assessing students, analyzing that data, and providing evidence of teacher feedback.
- Videotaping his/her instruction and responding to related prompts.

Appearance/Attendance/Behaviors

Bowling Green State University faculty, staff, and teacher candidates are guests in the field sites. Consequently, the expectation is that each individual will function as a *well-mannered* guest. The following guidelines are included to assist the teacher candidate:

- Professional dress is essential: no jeans of any kind (denim, twill, corduroy, etc.), hats, distracting jewelry, torn, dirty, overly tight, revealing, or wrinkled clothing, etc. When in doubt, opt for a conservative appearance.
- No body piercings other than in the ears.
- Upon arrival, go directly to the main office to alert the staff that you are in the building. Register on the sign-in sheet.
- Learn the school's policies and procedures for teachers and students.
- Park only in areas designated by the school.
- Visit the teachers' lounge only when invited.
- Eat with the students unless invited to the teachers' lunchroom.
- Be respectful of and conservative with school equipment & supplies, i.e., copiers, paper, etc. Inquire about appropriate use.
- Take only the materials to school that will be used while in the building. ***Methods students should not use school time to complete campus assignments that should be completed elsewhere.***
- Use professional language at all times.
- Volunteer as an evaluator, judge, coach, and/or assistant within your capabilities.
- Avoid social contact with students from the school outside the school context.

- Do not carry food or drink into the classroom.
- Do not text, email, or engage in social networking activities while in the school.
- Do not chew gum in the classroom.

Instruction

- Establish cooperative relationships and rapport with students, faculty, and peers;
- Structure a pattern of responsibility and dependability;
- Develop positive interpersonal and professional communications with students, faculty, and peers;
- Construct bulletin boards or display resource materials;
- Operate various types of audio-visual equipment;
- Demonstrate at least basic knowledge of instructional technology;
- Use effective questioning techniques and provide clear directions;
- Construct lesson plans;
- Construct unit plans;
- Design lesson which use a variety of teaching strategies, techniques, and methods;
- Prepare materials for lessons;
- Identify resources available in the subject area(s);
- Provide for individual differences in reading ability;
- Design appropriate learning activities for exceptional students;
- Identify the instructional techniques used by in-service teachers;
- Implement and assess the effectiveness of teaching techniques from lesson & unit implementation;
- Interact with small and large groups;
- Analyze classroom interactions;
- Use reading and writing as instructional tools;
- Identify and use a variety of student assessment/evaluation techniques;
- Use assessment and evaluation results in planning for instruction; and
- Identify and use a variety of self-evaluation techniques.

Insurance

- All Methods Block students are strongly recommended to have both travel risk and professional liability insurance prior to the first day of their experience in the schools.
- Travel risk insurance can be obtained from the Office of Field Experiences for \$.10 per day. This insurance provides up to \$5,000 for injuries sustained while traveling to and from the field site and while participating in any activities sponsored by the assigned school.
- Professional liability coverage is provided to all members of OSEA (Ohio Student Education Association). This insurance guarantees protection against suits or damages for bodily injury, personal injury, legal claims, libel, slander, etc., arising from professional activities in the assigned school. ***All Preservice Teachers are expected to obtain liability coverage either through OSEA or some other source.***
- Automobile liability is also available free of charge to any Preservice Teacher driving to his/her assigned school. (Forms can be obtained in the Office of Field Experiences).

Roles and Responsibilities: The Cooperating Mentor Teacher

To be a positive influence in the education and training of a teacher candidate, an effective Cooperating Mentor Teacher should:

1. Provide the teacher candidate with copies of texts, curriculum guides, the course of study, handbooks, and handouts necessary to prepare units and understand school policies;
2. Supervise the teacher candidate in the various classroom activities in which he/she is engaged, ***remaining in the classroom with methods students at all times (an Ohio law)***.
3. Assist the teacher candidate in identifying lesson topics and instructional strategies.
4. ***Share & model classroom management/discipline policies & techniques.***
5. Require and review each lesson plan one or two days prior to the onset of instruction;
6. ***Model*** instruction for your intern. ***Co-teach*** at least occasionally, especially early in the semester, but allow for more intern independence and autonomy as he/she gains skill, or as deemed appropriate. See co-teaching approaches in methods folder.
7. Provide written and/or verbal feedback following each lesson taught. (Note: The Methods Observation form in this Handbook may be used for this purpose.)
8. Provide periodic evaluations and written feedback of the teacher candidate's performance.
9. Complete evaluation forms in a timely manner and share the contents with the teacher candidate:
 - **A Midterm Evaluation**, during which the cooperating mentor teacher documents in writing the intern's early indicators of strengths and weaknesses, clearly specifying, should the need arise, any personal or professional behaviors that might jeopardize the intern's progression to student teaching. (Note: See "Midterm Evaluation Form" in the Appendix of this Handbook.)
 - **A Final Evaluation.** (See Appendix) Complete and share this with both your intern and the University Mentor in a face-to-face meeting during the last 2-3 days of the field experience. Likewise, your intern should complete the student version of this same form. Share with each other and discuss your varying perceptions. Place your final evaluation in the envelope provided in the cooperating teacher folder and send it back to campus with your intern.
10. Provide the following information to your teacher candidate:
 - Phone number for contacting teacher
 - Class roster & schedule
 - Teaming procedures
 - Fire/tornado procedures
 - Special needs students--backgrounds, adaptations, accommodations
 - Classroom rules & procedures
 - Teacher background & teaching/management styles
 - Background of students, school, and community
 - Policy for notifying school of illness or other emergency.

Roles and Responsibilities: The University Mentor

Middle Childhood interns at Bowling Green State University are supervised by University Mentors hired by the School of Teaching and Learning. The mentor will be visiting your intern and making arrangements for lesson observations. If your intern is having difficulties, the mentor should visit more often, as needed. Please make this request if you feel it is warranted.

Generally, the University Mentor should...

1. Meet with and provide contact information to the interns under his/her supervision prior to the full-time field experience.
2. Advise interns as to his/her availability for observations, as well as his/her preferred method for scheduling these.
3. Observe each intern at least once during the field experience—more if necessary.
4. Use the Methods Observation Form in this handbook to document the intern's progress toward mastery of the criteria for effective teaching.
5. Offer concrete, specific, and timely written and oral feedback on teaching performance by conferring with the intern immediately following the observation.
6. Confer with the Cooperating Mentor Teacher to ascertain the intern's level of performance.
7. Clearly communicate to the intern his or her progress and preparedness for moving into student teaching, ensuring that the judgment and supporting evidence are documented in writing on the Methods Observation Form.
8. Advise the Middle Childhood Coordinator of any interns showing signs of difficulty and/or needing intervention.
9. Attend any intervention sessions scheduled with interns who are in danger of failing methods.
10. Ensure online submission of midterm and final evaluations.
11. In general, keep lines of communication open between the intern, cooperating teacher, and BGSU

***Roles and Responsibilities:
Middle Childhood Program Coordinator***

1. Communicate with the Office of Research and Field Experiences in the selection of cooperating schools and mentor teachers, and in the placement of methods students and student teachers.
2. Be responsible for coordinating the Middle Childhood Professional Year.
3. Organize the placement of University Mentors.
4. Facilitate communication among the faculty, cooperating mentor teachers, and University Mentors.
5. Serve as a resource for interns and cooperating mentor teachers, especially as they relate to difficulties or issues that may arise during the field experience.
6. Process and handle student appeals to the Middle Childhood program.
7. Track student evaluation documentation.
8. Maintain the integrity of the Middle Childhood Education Program.

We value our relationships with schools and Cooperating Mentor Teachers, and we hope the intern under your tutelage conducts him/herself in a professional manner. Should you have any concerns about your intern's conduct or teaching, or the Middle Childhood Program itself, please communicate them to the University Mentor and/or the Program Coordinator.

THE METHODS BLOCK

Possible Field-Based BGSU Activities

Methods students 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 a 7 - 10 day unit in EACH of their two concentration areas
- Keeping a grade book;
- Developing a Community Profile;
- Videotaping lessons and analyzing teacher performance.
- Administering assessments and analyzing/reflecting on student results.

A matrix highlighting these assignments will be distributed to Cooperating Mentor Teachers shortly after the semester begins.

Service to School & Professional Development

Each methods intern should participate in school service or professional development activities. School service in this context is considered to be any activity over and above what is normally expected in the classroom. Therefore, tutoring students in the classroom, assembling bulletin boards, and such are NOT considered school service. The methods student may choose from the following activities or activities suggested by the cooperating teacher:

- Observe students in a special or exploratory class such as art, music, or P.E.
- Attend a parent-teacher conference.
- Attend a staff meeting.
- Attend and offer services at a special school function.
- Attend an IEP meeting.
- Work at the school book fair.
- Attend a faculty inservice.
- Attend a school board or Parent-Teacher Organization meeting.
- Assume duties as a lunch monitor (with faculty assistance, supervision)
- Assume duties as a hall monitor (with faculty assistance, supervision)
- Assume duties for bus drop-off or pick-up.
- Volunteer in the school office.
- Volunteer in the nurse’s office.
- Volunteer in the media center, library, or computer lab.
- Chaperone a dance (with faculty assistance, supervision)
- Organize or help with a service learning project.

Suggestions for Teacher Candidates during the Professional Year

- Arrive early and stay late. Good teaching takes time and preparation.
- Always carry telephone numbers for the school, the Cooperating Mentor Teacher, and the University Mentor. It is the teacher candidate's responsibility to make contacts in case of emergency. Important: You are expected to make up any days missed while in the field.
- Do not wait until someone tells you what to do—TAKE INITIATIVE! Look for things to do and do them.
- Observe the similarities and differences between what has been suggested in your methods classes and what the teacher is doing. Don't assume that your methods instructor and/or Cooperating Mentor Teacher is 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 anything that is unusual or drastically different from the Cooperating Mentor Teacher'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 reflect on what is not working and change strategies is a good skill to develop, since it produces growth.
- 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.
- Maintain a professional demeanor. If you have criticisms, ONLY share them with your Cooperating Mentor Teacher, University Mentor, or Middle Childhood Education Program Coordinator.
- Personal information about students and faculty is ***confidential*** and is not to be shared with others.

Recommended Teacher Candidate Activities

Interacting with Students

- Directing learning centers or work areas
- Guiding students in developing plays, skits, displays, etc.
- Taking class to restroom or other classrooms
- Helping students who were absent from class
- Reading to students
- Working with small groups or individual projects
- Tutoring individual students
- Administering tests and quizzes to students

Observing Students and Teachers

- Observing and recording specific types of student behaviors
- Assisting in case studies of students
- Timing/recording students' levels of mastery in the completion of various tasks
- Visiting other classrooms and observing students in a variety of settings

Developing Professionalism

- Discussing career plans with teachers
- Attending department, faculty, PTA, and staff meetings
- Observing parent/teacher conferences
- Familiarizing self with school policies
- Identifying support personnel available to teachers

Clerical

- Grading homework, tests, lessons, workbooks or other student material
- Recording grades
- Taking inventory and checking of texts, materials, and other media
- Requisitioning materials from guides, catalogues, etc.
- Preparing, duplicating or obtaining materials for teaching
- Keeping attendance records, lunch count, sales, etc.
- Checking supplies or organizing supply closets and cabinets

Preparing Materials for Instruction

- Setting up demonstrations
- Securing and operating AV equipment
- Preparing visual aids
- Developing bibliographies for a unit
- Locating and collecting supplementary materials
- Conducting research relative to lessons
- Preparing seatwork

Sharing Professional Duties

- Supervising the playground, lunch line, or cafeteria (with faculty assistance, supervision)
- Serving as hall monitor (with faculty assistance, supervision)
- Supervising dismissal or loading of buses (with faculty assistance, supervision)
- Supervising special assignments, such as field trip (with faculty assistance, supervision)

IMPORTANT POLICIES AND PROCEDURES

Placement Policies and Procedures

Placement Decisions Policy

Methods block and student teaching placements at BGSU are made by the Office of Field Experiences in 101 Education. Personnel in the office adhere to procedures requiring them to route placement requests through school district central offices. Each district follows its own policies in communicating with building principals and teachers as to their willingness to accept methods students/student teachers. Once districts approve these requests, placements are finalized and the information is forwarded to the schools and the Middle Childhood Program Coordinator.

Because the placement process begins, of necessity, well in advance of the semester in which candidates participate in a field experience, students' eligibility may be in question until semester grades and PRAXIS II and/or OAE exam scores are posted. Thus, an intern's placement is considered tentative until confirmation that the student has met all requirements. In cases where the student fails to do so by the end of the semester preceding the field experience, the placement is revoked and the student must delay methods or student teaching until he/she is fully eligible.

Overall, placement decisions are based on the following factors:

- The intern's eligibility (GPA, PRAXIS II/OAE requirements, etc.)
- The intern's areas of concentration
- The intern's preferences for type of school and locale (considered, but not guaranteed)
- Quality and availability of local field sites. **(Methods and student teaching experiences are to be arranged through BGSU at approved sites only. Interns may not arrange their own placements.)**
- Continuity of the Middle Childhood Program in terms of compliance with program and state requirements
- Availability of qualified university mentors, cooperating mentor teachers, and others involved in the direct supervision of interns

Placement Changes

Due to the large number of students involved in field experiences at BGSU, placements for methods and student teaching interns are intended to be permanent, lasting a full academic year (two semesters). Requests for placement changes are both discouraged and often denied due to the challenges inherent in securing a new placement, especially after the semester begins. Occasionally, however, issues with the placement override this policy, and requests for new placements can and should be made. The following conditions suggest the need for a new placement, at either the intern's or cooperating teacher's request:

1. The Cooperating Mentor Teacher deems the methods student either unwilling or incapable of demonstrating competency, initiative, and/or professionalism in the classroom, and he/she

prefers that the intern be removed. (Note: Teachers should document in writing the candidate behaviors prompting the request.) Candidates may be removed from the classroom at any point during methods or student teaching.

2. Classroom conditions are untenable (e.g., harassment, open hostility, lack of communication, mentoring, etc.), and suggest that the intern would be better served in a new placement.
3. School/classroom schedules may not permit enough teaching time for the intern. (During student teaching, interns must teach the required number of hours to meet state licensure standards--at least $\frac{3}{4}$ of the day for a substantial portion of the semester).
4. The classroom or building situation changes in ways that necessitate a new placement (e.g., the cooperating teacher leaves unexpectedly, etc.).
5. Compelling circumstances in the intern's personal life necessitate a new placement in a different location.

In any of these or similar cases, the intern or Cooperating Mentor Teacher, as the situation requires, should contact the University Mentor, then the Office of Field Experiences. The Program Coordinator will receive these requests and determine whether a new placement is warranted. He/she will relay a decision to personnel in the Office of Field Experiences indicating that a new placement be sought/not sought. The Coordinator and University Mentor will remain in contact with the Cooperating Mentor Teacher and/or intern until the situation is resolved.

Methods Eligibility Appeals

Teacher candidates who find themselves ineligible for the methods or student teaching semesters may **not** appeal to enroll in either internship experience. If a student lacks the required GPA, either cumulatively or in either area of concentration, extra coursework may be taken to raise the GPA. Likewise, if the intern has difficulty passing any of the required licensure exams, he/she may continue taking the exams until they are passed. In either case, the student may not enroll in the professional year until all requirements have been met. Ineligible students should talk to their advisors or to the Program Coordinator for suggestions on meeting requirements.

Substitute Teaching Policy

By Ohio law, teacher candidates cannot be used as substitute teachers in the classroom or in school-sponsored non-teaching activities (ex., cafeteria, study hall).

Additionally, ***methods students may not be left alone with sole responsibility for students in a classroom or on school property without the presence of the classroom teacher or other staff member.*** Student teachers may assume full control of the classroom, when deemed competent to do so, without the Cooperating Mentor Teacher's presence. However, the teacher must remain in the building.

Attendance Policy and Procedures

Absence Policy

Methods students are expected to be in their assigned field classrooms all day on the dates indicated on the methods calendar unless illness or a sudden, legitimate emergency prevents attendance. In short, they are to follow the assigned school's regulations regarding attendance, arrival, and departure times as they apply to the regular classroom teacher. The following exceptions apply:

- Methods students follow the BGSU semester calendar, including campus holidays, while student teachers follow the district/building calendar.
- Methods students, *according to College policy*, may not miss field experience days in order to take "vacations," attend family events, attend non-education-related conferences, etc., regardless of whether the Cooperating Mentor Teacher and/or University Mentor approve.
- Methods students and student teachers must use good judgment in considering weather conditions between home and the field site when traveling. Generally, if the school delays its start time or cancels for the day, the candidate abides by these decisions. In some cases, weather near the candidate's home may differ from that of the school location. Candidates should contact the University Mentor and CMT in determining whether to travel to school.
- During the student teaching semester, interns are eligible for two professional days or four half-days per semester for job interviews. Professionalism mandates that interns make these arrangements with their cooperating teachers well in advance.

Excessive or unfounded absences and/or tardiness, or dishonesty about these, are grounds for dismissal from the field site. Cooperating Mentor Teachers encountering such behaviors should alert the intern's University Mentor immediately.

Absence Procedures

Teacher candidates, when absent, are to notify the school, the Cooperating Mentor Teacher(s), and the University Mentor before the start of the school day. All interns are to supply lesson plans and materials to teachers even though they are absent from the classroom. *Except for allotted professional days and approved holidays, all absences are to be made up.*

Student Teaching Eligibility

In order to be eligible for student teaching, methods students must:

1. Pass all methods block courses with a grade of "C" or better
2. Pass the methods field experience with a grade of "S" (equivalent to a "C" or better)
3. Have no outstanding "Incompletes" in prerequisite courses
4. Maintain a minimum 2.8 cumulative Grade Point Average
5. TB tests and documented test results may be required by certain school districts. In these cases, test results should be submitted to the Office of Field Experiences, 101 Education. (Test results good for one year.)

Fingerprinting/Background Checks

All school districts require that teacher candidates submit to fingerprinting and background checks before they begin the methods semester. Full compliance with this obligation is a condition for entering the field site.

EVALUATING THE METHODS INTERN'S PERFORMANCE

Methods students, as novice teachers, both require and desire extensive modeling and constructive feedback from their mentors. Thus, Cooperating Mentor Teachers should offer their interns regular verbal and written input that is specific in nature. Comments such as, "You're doing fine," while complimentary, do not provide the explicit guidance that is most beneficial. Conversely, few or no comments at all leave the candidate uncertain as to the quality of his/her performance, and do not prepare him/her for the evaluative opinions expressed in the midterm or final evaluation conferences.

Daily notes and observations may be recorded on the Methods Observation Form available in the Appendix. However, teachers may use other formats for observations: typed or handwritten notes, notebooks, etc. What is critical is that the intern receives regular, consistent feedback. The CMT should communicate both positive comments and clear suggestions for improvement. These should be shared with the intern on a regular basis and serve as a starting point for discussion and reflection. They should also be saved for documenting behaviors across the semester. Please document and report concerns early, when there is ample time to address them.

Evaluations occur at three points during the candidate's methods semester: (1) initially and informally during the early field visits and full-time field experience, when the Cooperating Mentor Teacher gauges the intern's professional demeanor and dispositions (see **Performance Contract** and **AMLE Dispositions, Appendix**); (2) at the mid-point of the methods semester during full-time teaching; and (3) at the end of the methods semester. *The Performance Contract should be reviewed and signed by the Cooperating Mentor Teacher(s) and methods student*, thus documenting that he/she is aware of professional expectations. The methods student should submit this form at Methods Orientation during the first week of the semester.

By the midpoint of the full-time field experience, which occurs in November, methods students should have clear feedback from Cooperating Mentor Teachers on their initial teaching dispositions and performance. Early strengths and successes should be recognized, and suggestions for improvement should be *clearly* communicated. A face-to-face mid-term conference with the candidate is required, using the **Midterm Evaluation Form** (see Appendix). This early evaluation alerts both the methods student and the university to any problematic behaviors that may be exposed in the final evaluation. Be sure to record any concerns, large or small, on the midterm evaluation, since issues sometimes escalate as the field experience progresses. A midterm evaluation that documents early concerns may demonstrate the candidate's failure to correct the concerns by the end of the field experience.

Following the mid-term evaluation conference, the Cooperating Mentor Teacher should supply both the intern and the University Mentor with a completed copy. In cases in which the methods student is having difficulty or performing unsatisfactorily, the University Mentor should be alerted, and a copy of the Midterm Evaluation (and Performance Contract/Dispositions Document, if applicable) should be shared with him or her. The candidate will be expected to improve in the areas indicated

in order to progress to student teaching. (Note: The University Mentor is responsible for facilitating online submission of the completed Midterm Evaluation Form.

At the end of the full-time methods experience, a final conference should be scheduled between the candidate, Cooperating Mentor Teacher, and the University Mentor. The **Final Evaluation Form** (see Appendix) which is completed by both the intern and Cooperating Mentor Teacher(s), should be shared and discussed. At this point, the Cooperating Mentor Teacher(s) makes a recommendation concerning the intern's readiness for continuing his/her professional year. The choices are:

- (1) Proceed to Student Teaching
- (2) Repeat the methods field experience
- (3) Extend the field experience (exceptional cases only); or
- (4) Consider a different career option.

Candidates are to bring a copy of their own self-evaluation to campus when they return at the end of the semester. Any intern receiving a recommendation other than "Proceed to Student Teaching" is to participate in a Student Success Team meeting to explore options.

The Methods Performance Contract appears on the next page, followed by The Association for Middle Level Education's standards for entry year teachers, and finally, a list of options for interns who are not deemed to be progressing satisfactorily during the methods field experience. Please alert the University Mentor early and regularly with any concerns you may have about your methods intern.

Middle Childhood Methods Block: Performance Contract

Student: _____ **Teaching Areas:** Math Science Social Language
 _____ Studies Arts
Semester of Methods: _____ **Semester of Student Teaching:** _____

This completed and signed form shall serve as an agreement between the Bowling Green State University Middle Childhood Education Program Methods Block Student above and the Bowling Green State University Middle Childhood Education Program.

When the Methods Student is at the field site, he/she will:

1. Attend each day he/she is assigned to the school during the Methods Block without exception (medical documentation required for absences).
2. Begin each school day at the time the cooperating teacher is expected to be in school and remain at the school until the cooperating teacher is permitted to leave the building.
3. Dress and groom oneself in a manner appropriate for a professional educator.
4. Conduct oneself in a professional manner throughout the Methods Block experience. This includes (but is not limited to) appropriate use of language and gestures as well as appropriate interactions with administration, faculty, staff and students.
5. Prepare all materials (including bulletin boards, lesson plans, unit plans, etc.) in a timely manner.
6. Comply with all requests and assignments at the field site.
7. Engage in open and honest professional interactions and accept constructive criticism for growth in a professional manner.
8. Take responsibility for success by initiating discussion with the cooperating teacher regarding lesson planning, classroom management, or other instructional matters

When the Methods Student is on campus, he/she will:

1. Attend classes each day during Methods Block without exception (medical documentation required for absences).
2. Observe starting and ending times of classes and be present from the beginning of class until the end of class.
3. Conduct oneself in a professional manner throughout the Methods Block experience on campus. This includes (but is not limited to) appropriate use of language and gestures as well as appropriate interactions with faculty, staff and peers.
4. Adhere to all due dates for assignments.
5. Engage in open and honest professional interactions and accept constructive criticism for growth in a professional manner.

All conditions must be successfully met to remain in the field placement. If the Methods Student is dismissed from his/her placement because he/she has habitually violated any of the above policies, the student will be required to withdraw from Methods Block for the remainder of the semester. No new site will be pursued when the student is removed for inappropriate behavior identified above.

Student

Date

Practicum Instructor

Date

Cooperating Mentor Teacher #1

Date

Cooperating Mentor Teacher #2

Date

Association for Middle Level Education Dispositions for Initial Level Teacher Preparation

(Adopted by BGSU Middle Childhood Education Program--June 13, 2009)

Standard 1. Young Adolescent Development

Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Middle level teacher candidates:

1. Are positive and enthusiastic about all young adolescents.
2. Respect and appreciate the range of individual developmental differences of all young adolescents.
3. Hold high, realistic expectations for the learning and behavior of all young adolescents.
4. Believe that all young adolescents can learn, and accept responsibility to help them do so.
5. Are enthusiastic about being positive role models, coaches, and mentors for all young adolescents.
6. Believe that diversity among all young adolescents is an asset.
7. Believe that their role includes helping all young adolescents develop to their full potential.

Standard 2. Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Middle level teacher candidates:

1. Believe in the philosophical foundations that support developmentally responsive and socially equitable programs for all young adolescents.
2. Are committed to the application of middle level philosophical foundations in their practice.
3. Are supportive of organizational components that maximize student learning.
4. Are committed to developmentally responsive and socially equitable teaching, learning, and schooling in a variety of organizational settings.

Standard 3. Middle Level Curriculum and Assessment

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Middle level teacher candidates:

1. Value the need for being knowledgeable and current in curriculum areas taught.
2. View all areas of knowledge and skills as important.
3. Value the importance of ongoing curriculum assessment and revision.
4. Realize the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents.
5. Are committed to implementing an integrated curriculum that accommodates and supports the learning of all young adolescents.

Standard 4. Middle Level Teaching Fields

Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Middle level teacher candidates:

1. Value the importance of staying current in their teaching fields.
2. Are committed to the importance of integrating content.
3. Are committed to using content specific teaching and assessment strategies.
4. Value the integration of state-of-the-art technologies and literacy skills in all teaching fields.

Standard 5. Middle Level Instruction and Assessment

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Middle level teacher candidates:

1. Value the need for a repertoire of teaching/learning strategies that are appropriate for teaching all young adolescents.
2. Value the need for providing and maintaining environments that maximize student learning.
3. Believe that instructional planning is important and must be developmentally responsive.
4. Value opportunities to plan instruction collaboratively with teammates and other colleagues.
5. Value the importance of on-going and varied assessment strategies.
6. Realize the importance of basing instruction on assessment results.
7. Appreciate the importance of teaching strategies that are current and supported by research and successful practice.
8. Are committed to using assessment to identify student strengths and enhance student growth rather than deny student access to learning.

Standard 6. Family and Community Involvement

Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

Middle level teacher candidates:

1. Respect all young adolescents and their families.
2. Realize the importance of privacy and confidentiality of information when working with family members.
3. Value the variety of resources available in communities.
4. Are committed to helping family members become aware of how and where to receive assistance when needed.
5. Value and appreciate all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions.
6. Value the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and interests of all young adolescents and their families.
7. Realize and value the importance of communicating effectively with family and community members.
8. Accept the responsibility of working with family and community members to increase student welfare and learning.

Standard 7. Middle Level Professional Roles

Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

Middle level teacher candidates:

1. Value learning as a life-long process.
2. Perceive themselves as members of the larger learning community.
3. Believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations).
4. Believe in maintaining high standards of ethical behavior and professional competence.
5. Are committed to helping all young adolescents become thoughtful, ethical, democratic citizens.
6. Are committed to refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.
7. Value collegiality as an integral part of their professional practice.

Options for Interns Experiencing Teaching Difficulties During the Field Experience

It is our hope that you will have an excellent working relationship with your method student. Occasionally, however, novice teachers have difficulty with professionalism, with managing and implementing teaching during the field experience, and/or they decide that teaching is no longer their career choice. Candidates who do not successfully complete the methods experience will receive a grade of “WP,” “U,” or “Incomplete,” depending on the specific situation. In the case of an “Incomplete,” the grade will be changed to “S” once the experience has been successfully completed. Methods students, University Mentors, and Cooperating Mentor Teachers should be aware of the options available to teacher candidates who face such situations:

Option 1: Repeat the methods semester

This option is for methods students who wish to continue to pursue a teaching license and whose Cooperating Mentor Teacher(s) and University Mentor believe they demonstrate the potential to successfully do so. Candidates who, in their Cooperating Mentor Teacher’s and University Mentor’s estimation, have shown commitment, potential, and professionalism during this initial semester, *may* be able to repeat the field component of the methods block in a different semester. Unless the intern has not passed methods block courses with a grade of “C” or better, he/she typically takes other courses in the late afternoon and evening in order to accommodate the field schedule and maintain full-time student status during the “repeat” semester.

If the Cooperating Mentor Teacher requests that the methods student be placed with him/her again, the candidate may remain in the initial placement; otherwise, a new placement is sought in order to provide a “fresh start.” In this case, the intern receives a grade of “INC” until the methods semester is completed. In either case, an intervention plan may be implemented that addresses any deficiencies noted prior to re-entry into methods.

Caveat: Repeating the methods semester is *not* an option for interns who have not demonstrated initiative, commitment, or professionalism, or who, in their Cooperating Mentor Teacher’s and University Mentor’s estimation, do not demonstrate skills sufficient to warrant extended time as a methods intern.

Option 2: Extend the Field Experience (Exceptional cases only)

Methods students who appear to be generally on track for student teaching, but whose Cooperating Mentor Teachers and University Mentor believe would benefit from a prolonged methods experience, may be recommended for an extended methods field experience. This experience occurs during the first five-six weeks of the student teaching semester, either in the same or a different classroom/building, as advisable, and under specific conditions spelled out in a contract developed in collaboration with the intern, Cooperating Mentor Teacher(s), University Mentor, and Program Coordinator in a Student Success Team meeting. If, by the end of the five-week extension, the intern successfully meets all criteria defined in the contract, he or she moves immediately into a ten-week student teaching experience—generally in the same classroom. If the extended methods experience has not been accomplished successfully, the intern is removed from the classroom and

may not complete the student teaching experience. Students opting for this choice will receive a grade of INC until the extended methods experience is completed.

Caveat: The “Extended Methods” option is rare and approved only in exceptional cases. Extending the methods field experience is *not* an option for interns who have not demonstrated initiative or commitment, or who, in their cooperating teacher’s and university supervisor’s estimation, do not demonstrate skills sufficient to warrant extended time as a methods intern.

Option 3: Withdraw from Methods

Teacher candidates may withdraw (or be dismissed) from the methods block/field experience and receive either a grade of “WP” or “U.” Teacher candidates may appeal beyond the WP deadline for a WP in a Methods Block course because of documented health problems. If the appeal is approved, the student may repeat the Methods Block in a subsequent term, providing the health problem has been verifiably corrected. Verification should be made by an appropriate licensed professional.

Option 4: Choose the “Individualized Studies Program”

The “Individualized Studies” option is available to education majors who, for whatever reason, do not successfully complete methods and/or student teaching, and/or who indicate that they no longer wish to acquire a teaching license. These students may still graduate with a degree in Education, often on schedule, but without teaching credentials. Students considering this option should (1) alert the Middle Childhood Program Coordinator; and (2) meet with an advisor in Student and Academic Services (102 Education) to discuss/plan a program of alternative coursework that will move him/her toward graduation. Long-term career exploration is part of the Individualized Studies Program process, occasionally motivating students to complete a degree in another field within a reasonable time frame.

**In deciding how to rate an under-performing intern, please discuss these options with the University Mentor and the Middle Childhood Program Coordinator.*

EDUCATOR STANDARDS OVERVIEW: OHIO STANDARDS FOR THE TEACHING PROFESSION (OSTPs)

The state of Ohio developed a Resident Educator licensure system for teachers, effective January 2011. PRAXIS III is no longer used as a summative assessment for entry-year teachers; instead, using the Ohio Standards for the Teaching Profession (OSTPs) as guidelines, new teachers will participate in formative assessment that includes assigned mentors, reflection, and goal-setting. The OSTPs are criteria that mark appropriate expectations for teachers at all stages of their careers, as outlined on the following pages.

Successful completion of the Resident Educator Program requires four years, after which teachers may apply for their five-year professional license.

Intended Purposes of the Standards (from *Ohio Standards for the Teaching Profession*, p. 13)

The Ohio Standards for the Teaching Profession were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as educators throughout all stages of their careers. While there are many influences on a teacher's development, these standards serve as an important tool for teachers as they consider their growth and development in the profession. In addition, these standards will serve many other audiences and purposes. It is anticipated that these standards may:

- assist higher education programs in developing the content and requirements of preservice training and development;
- focus the goals and objectives of districts and schools as they support educators and seek to improve the profession;
- be used to plan and guide professional development;
- serve as a tool in developing coaching and mentoring programs.

These Standards are intended to drive conversations about the practice of teaching and are not intended to serve as an evaluation instrument.

The Connections between the Standards

Ohio's Standards for the Teaching Profession are interrelated and connected in teachers' practice. They are not intended to show isolated knowledge or skills and are not presented in order of importance. Teachers' knowledge and skills in each standard area will impact their ability to perform effectively in other standard areas.

ASSOCIATION FOR MIDDLE LEVEL EDUCATION: INITIAL TEACHER PREPARATION STANDARDS

In addition to demonstrating beginning proficiency in Ohio’s Standards for the Teaching Profession, middle-level education graduates are expected to meet the standards identified by The Association for Middle Level Education (AMLE). Those standards are outlined below.

Association for Middle Level Education: Initial Teacher Preparation Standards

<u>Standard</u>	<u>Actions Demonstrating Standards Competence</u>
<p>AMLE Standard 1:</p> <p><i>Middle level teacher candidates understand the major concepts, principles, theories, and research related to <u>young adolescent development</u>, and they provide opportunities that support student development and learning.</i></p>	<ul style="list-style-type: none"> ▪ Developmentally appropriate curriculum, resources, and assessment. ▪ Lesson plans or activities showing how knowledge of students was applied to support adolescent learning & development. ▪ Lesson plans, interventions, or other activities demonstrating positive response to the diversity found in young adolescents, and use of that diversity in planning and implementing curriculum and instruction.
<p>AMLE Standard 2:</p> <p><i>Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of <u>developmentally responsive middle level programs and schools</u>, and they work successfully within these organizational components.</i></p>	<ul style="list-style-type: none"> ▪ Well-structured philosophy statement reflecting NMSA principles and documentation of applying these principles in the classroom, school, etc. ▪ Lesson plan & photo documenting developmentally responsive practices and components that reflect the philosophical foundations of middle level education (i.e., teaming, integrated curriculum, etc.) ▪ Evidence of the teacher candidate working successfully with colleagues to support developmentally responsive instruction.
<p>AMLE Standard 3:</p> <p><i>Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to <u>middle level curriculum and assessment</u>, and they use this knowledge in their practice.</i></p>	<ul style="list-style-type: none"> ▪ Lesson plan and/or photo documenting the teacher candidates’ familiarity with state curriculum standards, and with appropriate means of assessment. ▪ Evidence of integrated curriculum; evidence of technology used to plan, implement, and assess learning; ▪ Evidence of inquiry-based lessons and multiple means of assessment.
<p>AMLE Standard 4:</p> <p><i>Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and <u>structures of content in their chosen teaching fields</u>, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter & skills.</i></p>	<ul style="list-style-type: none"> ▪ Lessons demonstrating depth and breadth of content knowledge implemented in ways that maximize student learning. (Think “Multiple Intelligences.”) ▪ Integration of state-of-the-art technologies and literacy skills into teaching content to <i>all</i> young adolescents. ▪ Use of effective content-specific teaching and assessment strategies.

<p>AMLE Standard 5:</p> <p><i>Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.</i></p>	<ul style="list-style-type: none"> ▪ Incorporation of multiple intelligences in a lesson. ▪ Learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning. ▪ Implementation of a variety of developmentally responsive assessment measures (e.g. formative assessments, portfolios, authentic assessments, student self-evaluation). ▪ Use of assessment information to inform future planning and instruction.
<p>AMLE Standard 6:</p> <p><i>Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.</i></p>	<ul style="list-style-type: none"> ▪ Connection of instruction to the diverse community experiences of all young adolescents. ▪ Use of community resources or activities within the community to foster learning. ▪ Ability to professionally participate in parent conferences.
<p>AMLE Standard 7:</p> <p><i>Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.</i></p>	<ul style="list-style-type: none"> ▪ Service as an advisor, advocate, or mentor for young adolescents. ▪ Engagement in professional development activities (i.e., conferences, participation in professional organizations, etc.). ▪ Continued professional growth through reading professional literature, consulting with colleagues, maintaining currency with a range of technologies, and/or seeking resources to enhance professional competence.

Required Student Teaching Assignments

This section contains information about student teaching that is specific to the Middle Childhood Education program and, thus, may vary from requirements established by other program areas at BGSU. Student teaching begins the second day of BGSU's academic semester, since on the first day, candidates attend student teaching orientation on campus.

In general, Middle Childhood Education majors follow the procedures and 16-week timeline outlined in the Student Teacher Handbook (available in BGSU bookstore). Interns are encouraged to co-plan and co-teach in partnership with the classroom teacher until ready to teach independently. The intern collaborates with his/her teacher to create and review unit plans, and meets with his/her University Mentor to define a teaching timeline/observation schedule.

1. Complete the state-mandated Teacher Performance Assessment (edTPA), an electronic portfolio

Key tasks on this high-stakes assessment involve submitting...

- Plans for a 3 – 5 day “learning segment” and corresponding assessments;
- One – two brief, unedited videotapes showing classroom instruction, questioning, & discussion;
- A sample assessment from the learning segment, including rubrics used for scoring, student work samples, with teacher feedback evident, & explanation of results/next steps;
- Written commentary reflecting on each task above.

All tasks are accompanied by prompts to which the student teacher must respond, demonstrating fundamental understandings about students, instruction, & assessment. The intern's responses are evaluated by trained professional scorers using a rubric to judge 15 portfolio elements. Scores for each element range from a low of “1” to a high of “5.” To be considered as passing the assessment, candidates must achieve a preponderance of scores at level “3” or higher.

Details regarding the tasks involved, as well as due dates for each component, will be supplied by the student teaching seminar instructor. Since this assessment is rigorous and writing intensive, student teachers *may* be released from the field for an occasional campus writing session, as prescribed by the seminar instructor.

2. Be observed 3 - 4 times by a BGSU University Mentor.

Generally, the first visit involves an initial meeting with the student in the assigned classroom. Subsequent visits involve teaching observations, and there should be a minimum of three. Observations typically last for a full class period, with pre-and-post conferences with the

candidate. A midterm and final visit involve a three-way conference with the Student Teacher, the Cooperating Mentor Teacher, and the BGSU University Mentor.

3. Develop, teach, and evaluate a minimum of two subject-area units, one in each area of concentration.

Each unit should address skills and knowledge indicated in the Common Core Curriculum or Ohio's Academic Content Standards. Lessons should demonstrate cultural sensitivity; skill in engaging & motivating students; use of students' background knowledge as the basis for lessons; use of multiple resources/texts beyond the textbook-- i.e., literature, newspapers, internet, etc.; modeling of appropriate comprehension strategies; and multiple forms of assessment. Authentic, hands-on, developmentally appropriate, inquiry-based learning should be emphasized. **Block plans are not permissible.** Each unit and lesson plan should include...

- Goals and objectives, with applicable Ohio Academic or Common Core Content Standards identified
- Central focus or Essential questions that guide instruction and inquiry.
- Academic Language to be taught and mastered in the unit.
- Techniques for differentiating instruction for students with special needs.
- A list of materials/resources utilized in and supporting the unit. Some suggested resources include
 - Literature
 - Technology
 - Audio-visual materials
 - Community resources such as guest speakers &/or field trips
 - Materials for experiments, labs, etc.
- An assessment plan, aligned with lesson objectives and including criteria for pre-assessment, formative assessment, and summative assessment of student knowledge, work products, or performances. The focus should be on using multiple types of assessments, including authentic assessment.
- At least 10 - 15 lesson plans per unit, depending on the classroom schedule. Lessons should include at least one activity in which students are permitted to collaborate. Handouts, think sheets, etc., should be included and be professional in content, mechanics, and appearance.

Generally, student teachers may write somewhat shorter plans than those developed during the methods experience by omitting the lesson rationale, yet clearly outlining those elements identified above. Procedures may be highlighted in a clear, brief, easy-to-follow/understand format. *Student teachers should have these plans ready at all times for their University Mentors, who may make unannounced visits.*

Appendix:
Forms for the Methods Semester

Lesson Plan Template

Teacher Candidate's Name:		Date:
Subject & Theme or Strand:		Grade Level:
Common Core/OACS Topic or Domain:		# of Students:
Class Duration:	Day ____ of ____	CMT's Initials:

Lesson Rationale and/or Summary (optional, as required by instructor):

A rationale briefly explains *in paragraph form*:

- why this lesson is important or relevant
- why you have chosen to teach it in this particular way

A summary:

- briefly explains the point of the lesson, instructional strategies used, etc.

Content focus: Central Focus, Essential Question, or Enduring Understanding

- This is *a question or statement that directly targets the knowledge your students should gain from the lesson*. It focuses and encompasses your planning, instruction, and assessment. (Some EQs/EUs are identified in the discipline's standards document.)

Common Core or Ohio Academic Standards:

- These are grade-specific statements that identify the essential knowledge and skills students should attain at each level of schooling or in each course.

Learning Objectives/Performance Standards:

- Concrete statements that specifically indicate what students must know or be able to do as a result of this lesson, and often, how well they must do it. Indicators of quality that specify how adept or competent a student demonstration must be.
- Guides lesson assessment.
- Statements should use active verbs and be worded so that the desired learning is observable. (i.e., *Determine the theme of the story*; *Analyze and solve linear equations*; *Define temperature as the measure of thermal energy*; *Explain how the problems arising under the Articles of Confederation led to debate over...*)
- Number of statements will vary, but should be few & focused enough to accomplish in time allotted.
- Learning objectives should align with standards, learning activities, and lesson assessment(s).

Academic Language

Bullet list specialized content terms/vocabulary students will need to know (*erosion, democracy, perimeter, onomatopoeia*), as well as general academic language (*compare, contrast, analyze, explain, synthesize*, etc.) students need to understand in order to complete academic tasks.

I. Readiness/Motivation: Engage

Allotted Time: _____

- Use bullet points rather than paragraph form and leave white space between your points (easier to read):
 - What will you do to activate or build students' background knowledge?
 - Clarify how this lesson connects to prior and possibly future lessons.

Planned Assessments: Indicate the types of assessments you plan to utilize in your lesson, indicate within your plan where each will be implemented. (Not all are needed in each lesson.) Be sure to align with lesson objectives.

- How will you transition into the focus of the lesson? Include a clear transition statement that is set off in italics.
- **Preassessment:**
- **Formative:**
- **Assessment:**

II. Differentiated Instructional Strategies: Engage, Extend

Allotted Time: _____

- **Bullet list** learning expectations with a step-by-step procedure. Be concise and clear, yet include accelerated learners at English Language Learners as well as for learners with special needs. (This does **not** mean simply requiring students to do more, or less; it means helping them access content & demonstrate learning through management (grouping, attention signals, etc.) in your descriptions.)
- **Assessment:** differentiated reading materials, tiered assignments, translation websites, etc.)

III. Lesson Closure: Summarize, Link

Allotted Time: _____

- **Bullet list** ALL materials needed for a teacher & students. Will you review, have students apply the new learning, do some summary writing, etc.?
- How will you set up tomorrow's lesson? URLs as applicable.

A homework assignment is not a closure activity. It may be a component of closure, but it is meant to extend and reinforce learning.

IV. Evaluate: Assessment here if not embedded in plan.

V. Extension/Enrichment Activities (Optional, as prescribed by instructor)

■

Planning Tips:

- It's true that you must teach content standards and hold students (and yourself) accountable. However, great teachers think of creative, engaging ways to teach that content.
- A well-stated question/statement can be a lesson motivator. The following ARE NOT motivating statements: "Today we are going to learn about insects." "Everyone open your books to page ____." Or "Today we're going to have a fun lesson."
- Be prepared to be FLEXIBLE and adapt the lesson plans based upon student learning needs.
- Your lesson should address the specific learning needs of individual students or groups of students. Some of these students may be identified as gifted or have IEPs. Consider adaptations in instruction, as needed, for these students, and indicate the adaptations in your lesson plan. Simply reducing or expanding work for students is *not* an appropriate adaptation in itself. Differentiating the type of work **is** appropriate.
- Pay attention to where and when transitions occur in the lesson.
- Lesson plans should be word processed on 8 1/2 X 11 paper. Please do not use sheet protectors or other paper covers.
- Lesson Objectives, Focus, and Assessment should align with Ohio's Academic Content Standards or with the Core Curriculum.
- *You may not use "block" plans in methods or student teaching.* Even if your Cooperating Mentor Teacher wants to see only block plans, you must still develop full plans using the template preceding this page. Your plans should be submitted to your CMT at least three days in advance, and they must always be available to your University Mentor.

BGSU

Methods Observation Forms

**For use in the formative assessment of interns during
their initial field experience**

Teacher Candidate: _____ **Date:** _____

Note to observers: The standards listed below have been established for new teachers by the Ohio Department of Education. Interns meeting expectations during the methods semester should demonstrate, at minimum, competence in the bold print elements. Highly skilled interns may demonstrate proficiency in additional areas, exceeding expectations. Interns performing below expectations will require assistance & program counsel. All elements should further develop during student teaching and into the teacher's professional career. Please attach the Methods Observation Form with evidence supporting this sheet.

Ohio Standard 1: Student Learning and Development	Expectations																																
<p>1 The teacher candidate understands student learning and development and respects diversity of the students he/she teaches.</p> <p>1.1 Displays knowledge of how students learn and of the developmental characteristics of age groups.</p> <p>1.2 Understands what students know and are able to do and uses this knowledge to meet the needs of all students.</p> <p>1.3 Expects that all students will achieve to their full potential.</p> <p>1.4 Models respect for students' diverse cultures, language skills and experiences.</p> <p>1.5 Recognizes characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.</p> <p>(See attached Observation Form for evidence.)</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px 5px;">Below</th> <th style="padding: 2px 5px;">Meets</th> <th style="padding: 2px 5px;">Exceeds</th> <th style="padding: 2px 5px;">N/A</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td colspan="4" style="padding: 5px;">Overall Standard 1</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Below	Meets	Exceeds	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall Standard 1				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Ohio Standard 2: Content Knowledge	Expectations																																
<p>2 The teacher candidate knows and understands the content area for which he/she has instructional responsibility.</p> <p>2.1 Knows the content they teach and uses knowledge of content-area concepts, assumptions and skills to plan instruction.</p> <p>2.2 Understands and uses content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.</p> <p>2.3 Understands school and district curriculum priorities and the Ohio academic content standards.</p> <p>2.4 Understands the relationship of knowledge within the discipline to other content areas.</p> <p>2.5 Connects content to relevant life experiences and career opportunities.</p> <p>(See attached Observation Form for evidence.)</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px 5px;">Below</th> <th style="padding: 2px 5px;">Meets</th> <th style="padding: 2px 5px;">Exceeds</th> <th style="padding: 2px 5px;">N/A</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td colspan="4" style="padding: 5px;">Overall Standard 2</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Below	Meets	Exceeds	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall Standard 2				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Ohio Standard 3: Assessment	Expectations																																
<p>3 The teacher candidate understands and uses varied assessments to inform instruction, evaluate and ensure student learning.</p> <p>3.1 Knowledgeable about assessment types, their purposes and the data they generate.</p> <p>3.2 Selects, develops and uses a variety of diagnostic, formative and summative assessments.</p> <p>3.3 Analyzes data to monitor student progress and learning, and to plan, differentiate, and modify instruction.</p> <p>3.4 Collaborates and communicates student progress with students, parents and colleagues.</p> <p>3.5 Involves learners in self-assessment and goal setting to address gaps between performance and potential.</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px 5px;">Below</th> <th style="padding: 2px 5px;">Meets</th> <th style="padding: 2px 5px;">Exceeds</th> <th style="padding: 2px 5px;">N/A</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Below	Meets	Exceeds	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
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Ohio Standard 4: Effective Instruction	Expectations																																								
<p>4 The teacher candidate plans and delivers effective instruction that advances the learning of each individual student.</p> <p>4.1 Aligns instructional goals and activities with school and district priorities and Ohio’s academic content standards.</p> <p>4.2 Uses information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.</p> <p>4.3 Communicates clear learning goals and explicitly links learning activities to those defined goals.</p> <p>4.4 Applies knowledge of how students think and learn to instructional design and delivery.</p> <p>4.5 Differentiates instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.</p> <p>4.6 Creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers.</p> <p>4.7 Uses resources effectively, including technology, to enhance student learning.</p> <p>(See attached Observation Form for evidence.)</p>	<table border="0"> <tr> <td style="text-align: center;">Below</td> <td style="text-align: center;">Meets</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td colspan="4" style="text-align: center;">Overall Standard 4</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Below	Meets	Exceeds	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall Standard 4				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Ohio Standard 5: Learning Environment	Expectations																																								
<p>5 The teacher candidate creates learning environments that promote high levels of learning and achievement for all students.</p> <p>5.1 Treats all students fairly and establishes an environment that is respectful, supportive and caring.</p> <p>5.2 Creates an environment that is physically and emotionally safe.</p> <p>5.3 Motivates students to work productively and assume responsibility for their own learning.</p> <p>5.4 Creates learning situations in which students work independently, collaboratively and/or as a whole class.</p> <p>5.5 Maintains an environment that is conducive to learning for all students.</p> <p>(See attached Observation Form for evidence.)</p>	<table border="0"> <tr> <td style="text-align: center;">Below</td> <td style="text-align: center;">Meets</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td colspan="4" style="text-align: center;">Overall Standard 5</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Below	Meets	Exceeds	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall Standard 5				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
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Ohio Standard 6: Collaboration	Expectations																																								
<p>6 The teacher candidate collaborates and communicates with students, parents, other educators, administrators & community to support learning.</p> <p>6.1 Communicates clearly and effectively.</p> <p>6.2 Shares responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.</p> <p>6.3 Collaborates effectively with other teachers, administrators and school and district staff.</p> <p>6.4 Collaborates effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.</p> <p>(See attached Observation Form for evidence.)</p>	<table border="0"> <tr> <td style="text-align: center;">Below</td> <td style="text-align: center;">Meets</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td colspan="4" style="text-align: center;">Overall Standard 6</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Below	Meets	Exceeds	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall Standard 6				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
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Ohio Standard 7: Professionalism	Expectations																																								
<p>7 The student teacher assumes responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.</p> <p>7.1 Understands, upholds and follows professional ethics, policies and legal codes of professional conduct.</p> <p>7.2 Takes responsibility for engaging in continuous, purposeful professional development. Seeks opportunities, as an agent of change, to positively impact teaching quality, school improvements and student achievement.</p> <p>7.3 Seeks opportunities, as an agent of change, to positively impact teaching quality, school improvements and student achievement.</p>	<table border="0"> <tr> <td style="text-align: center;">Below</td> <td style="text-align: center;">Meets</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td colspan="4" style="text-align: center;">Overall Standard 7</td> </tr> </table>	Below	Meets	Exceeds	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall Standard 7																			
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Overall Standard 7																																									

(See attached Observation Form for evidence.)

BGSU

Middle Childhood Education Methods Block

Observation Form

Teacher Candidate: _____

Semester: _____

School: _____

Subject: _____

Lesson Topic: _____

Date/Time: _____

Ohio Standard 1: Student Learning and Development	Suggestions
Evidence:	
Ohio Standard 2: Content Knowledge	Suggestions
Evidence:	
Ohio Standard 3: Assessment	Suggestions
Evidence:	

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Ohio Standard 4: Effective Instruction	Suggestions
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Evidence:	
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Ohio Standard 5: Learning Environment	Suggestions
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Evidence:	
------------------	--

Ohio Standards 6 & 7: Collaboration & Professionalism	Suggestions
--	--------------------

Evidence:	
------------------	--

Teacher Candidate: _____ Date: _____

University Mentor _____ Date: _____

Collaborative Log

Adapted from Ohio Department of Education

Teacher Candidate: _____

Mentor: _____

Grade Level/Subject Area: _____

Date: _____

Purpose of today's meeting (circle all that apply):

- Instruction/Management
- Modeling Lesson
- Observing Veteran teacher
- Planning Lesson
- Pre/post Observation Meeting
- Professional Goal Setting
- Using Technology
- Other

1. *Teacher Candidate understands student learning and development and respect the diversity of the students they teach.*
2. *Teacher Candidate knows and understands the content area for which they have instructional responsibility.*
3. *Teacher Candidate understands and uses varied assessments to inform instruction, evaluate and ensure student learning.*
4. *Teacher Candidate plans and delivers effective instruction that advances the learning of each individual student.*
5. *Teacher Candidate creates learning environments that promote high levels of learning and achievement for all students.*
6. *Teacher Candidate collaborates and communicates with students, parents, other educators, administrators and the community to support student learning.*
7. *Teacher Candidate assumes responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.*

What's Working	Current Focus – Challenges-Concerns
Teacher Candidate's Next Steps	Mentor's Next Steps

BGSU Middle Childhood Education
Methods Block Midterm Evaluation

Semester: _____

Teacher Candidate: _____

Concentration Areas: _____

University Mentor: _____

School Building: _____

Classroom Mentor Teacher: _____

CMT Phone Number: _____

Teacher Candidate Professional Skills & Dispositions	Below Expectations	Meets Expectations	E:
<i>Human Relations Skills</i> Demonstrates rapport with students (interacts appropriately) Demonstrates rapport with faculty, staff, and administrators (interacts appropriately) Shows appropriate respect for students, faculty, staff and administrators regardless of race, gender or exceptionality.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<i>Professionalism</i> Punctuality (arrives when teachers do, leaves when teachers do) Attends regularly Dresses professionally and appropriately in the context of the school setting Exhibits acceptable teacher standards and behaviors Exhibits positive attitudes toward teaching as a profession	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<i>Work Habits</i> Plans & organizes lessons/materials in advance, allowing time for CMT input/feedback. Shows a pattern of responsibility and dependability Takes initiative Cooperates and collaborates with Classroom Mentor Teacher and other personnel Accepts constructive criticism & uses it to improve performance.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<i>Oral and Written Communication Skills</i> Articulates and uses standard English (or appropriate second language) Organizes and clearly expresses ideas Uses standard grammar, mechanics and spelling in written communication Uses language appropriate to audience, events. Communicates effectively with students, parents, school and university personnel	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Areas of relative strength:

Areas for additional growth this semester:

I/we recommend that the Teacher Candidate: Continue in this placement Not continue in

I would like to talk to the Middle Childhood Program Coordinator. Contact me at: _____

Teacher Candidate: _____

Date: _____

University Mentor: _____

Date: _____

Classroom Mentor Teacher: _____

Date: _____

BGSU MIDDLE CHILDHOOD EDUCATION METHODS BLOCK

FINAL EVALUATION FORM (Page 1 of 5)

(To be completed by Cooperating Mentor Teacher)

Teacher Candidate: _____ Grade Level: _____

Cooperating Mentor Teacher _____ Phone: _____

School Building/District: _____ School Phone: _____

University Mentor: _____ Semester/Year _____

Please check subject areas taught by intern:

- Reading Language Arts Math Science Social Studies

Based on our assessment of this teacher candidate's knowledge, skills and attitudes, we recommend that...

- the candidate proceed to the Student Teaching Experience.
- the candidate repeat the methods semester to develop the necessary entry level skills for Student Teaching.
- the candidate extend the methods field experience in order to adequately prepare for student teaching. *(Note: Extended methods is a five-six week field experience at the outset of the student teaching semester, after which the intern moves seamlessly into student teaching if all areas for improvement have been met. This option is available only to interns who have been 100% dedicated, and who will be able to refine the requisite skills for student teaching in a brief amount of time.)*
- the candidate consider other career options.

The teacher candidate has participated in a dialogue with the mentor teacher(s) about this evaluation, and is aware of the recommendations it contains:

Teacher Candidate: _____ Date: _____

Cooperating Mentor Teacher: _____ Date: _____

University Mentor: _____ Date: _____

BGSU Middle Childhood Education Methods Block

Final Evaluation Form (Cooperating Mentor Teacher)

Teacher Candidate: _____ Date: _____

Evaluation Guide

Meets Expectations:	The teacher candidate sometimes/often displays this characteristic or behavior and is showing steady improvement in moving toward the targeted performance.
Exceeds Expectations:	The teacher candidate consistently or nearly always displays this behavior or characteristic.
Below Expectations:	The teacher candidate seldom/never displays this behavior or characteristic, nor does he/she appear to be making suitable progress in this area.

Ohio Standard 1: Students	Expectations																																
<p>1 Teacher candidates understand student learning and development and respect the diversity of the students they teach.</p> <p><i>1.1 Displays knowledge of how students learn and of the developmental characteristics of age groups.</i></p> <p><i>1.2 Understands what students know and are able to do and uses this knowledge to meet the needs of all students.</i></p> <p><i>1.3 Expects that all students will achieve to their full potential.</i></p> <p><i>1.4 Models respect for students' diverse cultures, language skills and experiences.</i></p> <p><i>1.5 Recognizes characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.</i></p> <p>Rationale for Evaluation:</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Below</th> <th style="text-align: left;">Meets</th> <th style="text-align: left;">Exceeds</th> <th style="text-align: left;">N/A</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td colspan="4" style="text-align: center;">Overall Standard 1</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Below	Meets	Exceeds	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall Standard 1				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Ohio Standard 2: Content	Expectations																																
<p>2 Teacher candidates know and understand the content area for which they have instructional responsibility.</p> <p><i>2.1 Knows the content they teach and uses knowledge of content-area concepts, assumptions and skills to plan instruction.</i></p> <p><i>2.2 Understands and uses content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.</i></p> <p><i>2.3 Understands school and district curriculum priorities and the Ohio academic content standards.</i></p> <p><i>2.4 Understands the relationship of knowledge within the discipline to other content areas.</i></p> <p><i>2.5 Connects content to relevant life experiences and career opportunities.</i></p> <p>Rationale for Evaluation:</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Below</th> <th style="text-align: left;">Meets</th> <th style="text-align: left;">Exceeds</th> <th style="text-align: left;">N/A</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td colspan="4" style="text-align: center;">Overall Standard 2</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Below	Meets	Exceeds	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall Standard 2				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Ohio Standard 3: Assessment	Expectations																																								
<p>3 Teacher candidates know and use varied assessments to inform instruction, evaluate, and ensure student learning.</p> <p>3.1 Knowledgeable about assessment types, their purposes and the data they generate.</p> <p>3.2 Selects, develops and uses a variety of diagnostic, formative and summative assessments.</p> <p>3.3 Analyzes data to monitor student progress and learning, and to plan, differentiate and modify instruction</p> <p>3.4 Collaborates and communicates student progress with students, parents and colleagues.</p> <p>3.5 Involves learners in self-assessment and goal setting to address gaps between performance and potential.</p> <p>Rationale for Evaluation:</p>	<table border="1"> <thead> <tr> <th>Below</th> <th>Meets</th> <th>Exceeds</th> <th>N/A</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="4" style="text-align: center;">Overall Standard 3</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Below	Meets	Exceeds	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall Standard 3				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
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<p>4 Teacher candidates plan and deliver effective instruction that advances the learning of each individual student.</p> <p>4.1 Aligns instructional goals and activities with school and district priorities and Ohio's academic content standards.</p> <p>4.2 Uses information about students' learning and performance to plan and deliver instruction that will close the achievement gap.</p> <p>4.3 Communicates clear learning goals and explicitly links learning activities to those defined goals.</p> <p>4.4 Applies knowledge of how students think and learn to instructional design and delivery.</p> <p>4.5 Differentiates instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.</p> <p>4.6 Creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers.</p> <p>4.7 Uses resources effectively, including technology, to enhance student learning.</p> <p>Rationale for Evaluation:</p>	<table border="1"> <thead> <tr> <th>Below</th> <th>Meets</th> <th>Exceeds</th> <th>N/A</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="4" style="text-align: center;">Overall Standard 4</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Below	Meets	Exceeds	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall Standard 4				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Ohio Standard 5: Learning Environment	Expectations			
<p>5 Teacher candidates create learning environments that promote high levels of learning and achievement for all students.</p> <p><i>5.1 Treats all students fairly and establishes an environment that is respectful, supportive and caring.</i></p> <p><i>5.2 Creates an environment that is physically and emotionally safe.</i></p> <p><i>5.3 Motivates students to work productively and assume responsibility for their own learning.</i></p> <p><i>5.4 Creates learning situations in which students work independently, collaboratively and/or as a whole class.</i></p> <p><i>5.5 Maintains an environment that is conducive to learning for all students.</i></p> <p>Rationale for Evaluation:</p>	Below	Meets	Exceeds	N/A
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Ohio Standard 7: Professional Responsibility & Growth	Expectations			
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Candidate's Strengths:

Recommendations for Improvements

BGSU MIDDLE CHILDHOOD EDUCATION METHODS BLOCK
FINAL EVALUATION FORM (Page 1 of 5)
(To be completed by Teacher Candidate)

Teacher Candidate: _____ Grade Level: _____
Cooperating Mentor Teacher _____ Phone: _____
School Building/District: _____ School Phone: _____
University Mentor: _____ Semester/Year _____

Please check subject areas taught by intern:

- Reading Language Arts Math Science Social Studies

Based on my assessment of my knowledge, skills and attitudes, I recommend that...

- I proceed to the Student Teaching Experience.
- I repeat the methods semester to develop the necessary entry level skills for Student Teaching.
- I extend the methods field experience in order to adequately prepare for student teaching.
(Note: Extended methods is a five-week field experience at the outset of the student teaching semester, after which the intern moves seamlessly into student teaching if all areas designated for improvement have been met. This option is available only to interns who have demonstrated 100% commitment during the methods experience, and who should be able to refine the requisite skills for student teaching in a brief amount of time.)
- I consider other career options.

I have participated in a dialogue with my Cooperating Mentor Teacher(s) and my University Mentor regarding this evaluation, and am aware of their evaluations of my teaching proficiencies:

Teacher Candidate: _____ Date: _____
Cooperating Mentor Teacher: _____ Date: _____
University Mentor: _____ Date: _____

BGSU Middle Childhood Education Methods Block

Final Evaluation Form (Intern Copy)

Teacher Candidate: _____

Date: _____

Evaluation Guide

Meets Expectations:	The teacher candidate sometimes/often displays this characteristic or behavior and is showing steady improvement in moving toward the targeted performance.
Exceeds Expectations:	The teacher candidate consistently or nearly always displays this behavior or characteristic.
Below Expectations:	The teacher candidate seldom/never displays this behavior or characteristic, nor does he/she appear to be making suitable progress in this area.

Ohio Standard 1: Students	Expectations																																
<p>1 Teacher candidates understand student learning and development and respect the diversity of the students they teach.</p> <p><i>1.1 Displays knowledge of how students learn and of the developmental characteristics of age groups.</i></p> <p><i>1.2 Understands what students know and are able to do and uses this knowledge to meet the needs of all students.</i></p> <p><i>1.3 Expects that all students will achieve to their full potential.</i></p> <p><i>1.4 Models respect for students’ diverse cultures, language skills and experiences.</i></p> <p><i>1.5 Recognizes characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.</i></p> <p>Rationale for Evaluation:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 12.5%;">Below</th> <th style="width: 12.5%;">Meets</th> <th style="width: 12.5%;">Exceeds</th> <th style="width: 12.5%;">N/A</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td colspan="4" style="text-align: center;">Overall Standard 1</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Below	Meets	Exceeds	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall Standard 1				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Ohio Standard 7: Professional Responsibility & Growth	Expectations			
<p>7 Teacher candidates assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.</p> <p><i>7.1 Understands, upholds and follows professional ethics, policies and legal codes of professional conduct.</i></p> <p>7.2 Takes responsibility for engaging in continuous, purposeful professional development.</p> <p>7.3 Seeks opportunities, as an agent of change, to positively impact teaching quality, school improvements and student achievement.</p> <p>Rationale for Evaluation:</p>	Below	Meets	Exceeds	N/A
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	Overall Standard 7			
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My Strengths:

My Recommendations for Improvement:

Intern Reflective Professional Development Plan

(Note: One – two realistic goals are required for each standard, not for each element within the standards.)

Ohio Standard 1: Students		
Teachers understand student learning and development and respect the diversity of the students they teach.		
Elements: ?? Do I...	S = Strength G = Growth ? = Not sure	Goals
1.1 Display knowledge of how students learn and of the developmental characteristics of age groups.		
1.2 Understand what students know and are able to do and use this knowledge to meet the needs of all students.		
1.3 Expect that all students will achieve to their full potential.		
1.4 Model respect for students’ diverse cultures, language skills, and experiences.		
1.5 Recognize characteristics of gifted students, students with disabilities, and at-risk students in order to assist in appropriate identification, instruction, and intervention.		
Ohio Standard 2: Content		
Teachers know and understand the content are for which they have instructional responsibility.		
Elements: ?? Do I...	S = Strength G = Growth ? = Not sure	Goals
2.1 Know the content I teach and use my knowledge of content-specific concepts, assumptions, and skills to plan instruction.		
2.2 Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.		
2.3 Understand school and district curriculum priorities and the Ohio academic content standards.		
2.4 Understand the relationship of knowledge within the discipline to other content areas.		

Ohio Standard 3: Assessment		
Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.		
Elements:	S = Strength G = Growth ? = Not sure	Goals
?? Am I, Do I...		
3.1 Knowledgeable about assessment types, their purposes and the data they generate.		
3.2 Select, develop and use a variety of diagnostic, formative, and summative assessments.		
3.3 Analyze data to monitor student progress and learning and to plan, differentiate, and modify instruction.		
3.4 Collaborate and communicate student progress with students, parents, and colleagues.		
3.5 Involve learners in self-assessment and goal setting to address gaps between performance and potential.		
Ohio Standard 4: Instruction		
Teachers plan and deliver effective instruction that advances the learning of each individual student.		
Elements:	S = Strength G = Growth ? = Not sure	Goals
?? Do I...		
4.1 Align their instructional goals and activities with school and district priorities and Ohio's academic content standards.		
4.2 Use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.		
4.3 Communicate clear learning goals and explicitly link learning activities to those defined goals.		
4.4 Apply knowledge of how students think and learn to instructional design and delivery.		
4.5 Differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.		
4.6 Create and select activities that are designed to help students develop as independent learners and complex problem-solvers.		

4.7 Use resources effectively, including technology, to enhance student learning.	
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Ohio Standard 5: Learning Environment

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

Elements:	S = Strength G = Growth ? = Not sure	Goals
?? Do I...		
5.1 Treat all students fairly and establish an environment that is respectful, supportive, and caring.		
5.2 Create an environment that is physically and emotionally safe.		
5.3 Motivate students to work productively and assume responsibility for their own learning.		
5.4 Create learning situations in which students work independently, collaboratively, and/or as a whole class.		
5.5 Maintain an environment that is conducive to learning for all students.		

Ohio Standard 6: Collaboration & Communication

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

Elements:	S = Strength G = Growth ? = Not sure	Goals
?? Do I...		
6.1 Communicate clearly and effectively.		
6.2 Share responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.		
6.3 Collaborate effectively with other teachers, administrators, and school and district staff.		
6.4 Collaborate effectively with local community and community agencies, when and where appropriate, to promote a positive environment for student learning.		

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Ohio Standard 7: Professional Responsibility & Growth

Teachers assume responsibility for professional growth, performance, and involvement as individuals and as members of a learning community.

Elements:	S = Strength G = Growth ? = Not sure	Goals
?? Do I, Am I...		
7.1 Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.		
7.2 Take responsibility for engaging in continuous, purposeful professional development.		
7.3 An agent of change who seek opportunities to positively impact teaching quality, school improvements, and student achievement.		

Intern Signature: _____ **Date** _____

Mentor Teacher: _____ **Date** _____

University Mentor: _____ **Date** _____

Return the Professional Development Plan to the EDTL 4180 Instructor of Record.

Reminder: The intern is required to formulate realistic student teaching goals for each standard, not each element.

Some elements are best addressed during the professional career through the instructional mentoring inherent in Ohio's Resident Educator Program.

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
BOWLING GREEN STATE UNIVERSITY**

GENERAL VIDEO/PHOTOGRAPH RELEASE AGREEMENT

Intern Name: _____

I understand that the BGSU teaching intern named above will be videotaping and photographing classroom lessons and activities in which my child, _____, is participating. I further understand that any images captured will be used for evaluative purposes only in determining the intern's instructional competencies, or for general educational broadcast of non-commercial media use.

I expect no monetary compensation from this agreement unless specific written agreements such as compensation are attached hereto at the time of this agreement. I further release Bowling Green State University from any responsibility of liability for the foregoing.

_____ I authorize the use of my child's voice or likenesses on film or tape.

_____ I do **not** authorize the use of my child's voice or likenesses on film or tape.

Student's Name (Please Print)

School Name/District

Signature of Parent or Guardian

Date

