The Professional Year Handbook

Congratulations! The Professional Year is the final phase of the educator preparation program at Bowling Green State University. Teaching is a profession, both rewarding and critical. An effective teacher will provide the foundation for countless students to build upon and enjoy a fulfilling life experience.

The Professional Year Handbook was developed to guide the Teacher Candidate (TC) and the Classroom Mentor Teacher (CMT), with the assistance of the University Mentor (UM), through the year-long field experience. This handbook may be supplemented with program-specific materials. These materials will be provided by program faculty or the UM.

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

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

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

Field Placements, Concerns and Policies
Office of Educator Preparation and Partnerships (main campus) ........... (419) 372-7389
Director................................................................. (419) 372-7363
Administrative Assistant ......................................................... (419) 372-7381
Administrative Assistant ......................................................... (419) 372-7407
Field Partnership Coordinator .................................................... (419) 372-3350
Field Partnership Coordinator .................................................... (419) 372-3353
Firelands Campus
Student Teaching Internship Coordinator .............................. (419) 372-0868

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

Other Resources
Accessibility Services .......................................................... (419) 372-8495
Career Center ................................................................. (419) 372-2356
Counseling Center ............................................................. (419) 372-2081
Curriculum Resource Center/Library ..................................... (419) 372-2956
Northwest Ohio Educational Technology Foundation (NWOET) .... (419) 372-7033
Registration and Records ..................................................... (419) 372-8441
Student and Academic Affairs .............................................. (419) 372-372
Technology Resource Center ................................................ (419) 372-7392
TRIO Collegiate Services ...................................................... (419) 372-2677
BGSU Teacher Education Vision

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

(Approved March 7, 2014 by EDHD Teacher Education Leadership Team)

Conceptual Framework Description

edPREP
Prepared • Reflective • Engaged • Professional

BOWLING GREEN STATE UNIVERSITY

Philosophy and Purposes of the Unit

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

Our conceptual framework flows from the college’s vision and mission statements which, in turn flow from the University vision and mission statements.
University Vision and Mission

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

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

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

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

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

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

P = An effective educator is rigorously prepared.
R = An effective educator is a reflective practitioner.
E = An effective educator is actively engaged with students, other educators, and the community.
P = An effective educator is a professional, with a lifelong commitment to learning and to all learners.

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

Prepared: The rigorously prepared educator:
1.1 Masters content knowledge.
1.2 Keeps informed regarding diverse learners and learning processes, pedagogy, and the seamless integration of instructional technology.
1.3 Innovates and invites inquiry.
1.4 Can demonstrate student growth.
1.5 Responds to the cognitive, social, emotional, and physical development of diverse students and believes all can learn.
Reflective: The reflective educator:
2.1 Uses formative and summative assessment data to inform instruction for the diverse needs of all students.
2.2 Integrates research and theory with assessment data to make instructional decisions.
2.3 Thinks critically and adapts instruction to respond to the evolving needs of students in our global society.
2.4 Examines his or her own dispositions, knowledge, skills, and techniques.
2.5 Considers the cognitive, social, emotional, and physical needs of diverse students and supports and protects each student.

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

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

BGSU Perspective on Teacher Preparation Partnership

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

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

Ready to Engage

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

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

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

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

At BGSU, the structure for the professional year has traditionally consisted of a triad—the Teacher Candidate (TC), Classroom Mentor Teacher(s) (CMT) and a University Mentor (UM). With periodic conferences, observations and evaluation provided by the UM, the CMT is responsible for day-to-day planning and oversight of the experience. Many factors have led to the current conception of this partnership: (1) focus by the University on fuller collaboration with local schools, (2) changes in professional preparation standards and (3) research on best practices in educator preparation. Rather than operating with a hierarchy of roles and responsibilities, we have chosen to “promote joint modes of work” (Avila de Lima, 2003) with collaborative mentorship as the goal. UMs provide TCs with advice, support, and role modeling. They “show them the ropes, develop their competence and understanding and help them fit in” (Hargreaves & Fullan, 2000). Yet, the success of mentorship largely is negotiated by the individuals involved. As evidence indicates, good mentorship is not so much a function of the structures put in place but what occurs within them (Avila de Lima, 2003).

Collaboration, not simply cooperation, involves motivation, intention, and specific action. In the view presented in this handbook, BGSU CMTs and UMs are perceived more appropriately as equal participants in a teaching and learning alliance. Supported by current professional literature, this view of collaborative mentoring presumes critical variables: personal commitment, communication, and meaningful feedback.

Commitment

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

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

Communication

Relationship building, as a conscious component of mentoring, is only possible through effective, regular, and timely communication. The TC and his/her mentors should have scheduled times to meet to get to know each other as people, not just professionally. Truly beneficial mentoring is a collaboration between and among participants—with recognition that each has something unique to contribute to the conversation. This process reduces the presumption that the CMT or UM has absolute knowledge (Hargreaves & Fullan, 2000).
BGSU stipulates at least four visits by the UM to the classroom(s) of each TC during the methods semester and six visits during the student teaching internship semester. These meetings serve a variety of functions. They include dissemination of current University procedures and standards, explanation of program requirements/assignments, observation, consultation, possibly tutorials, and formal evaluation. The UM is the CMT’s direct connection to the University program. Most visits will be planned in advance, with the option of unannounced visits.

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

Each strand of the triad possesses differing knowledge and abilities:

1. The CMT is the University's eyes and ears on the practical application of its work and the well-being of its student. This everyday interaction will provide the substance for subsequent communication to and with the UM.

2. The CMT has extensive and otherwise unavailable knowledge and insight about the school, the district, community, and the pupils.

3. The UM has current understanding of professional and state standards and processes, in addition to previous personal teaching experience through which to interpret or bridge needs and circumstances in the current situation.

4. The TC has the most current knowledge of pedagogy and technology as well as the enthusiasm and energy that springs from challenge and novelty.

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

**Feedback**

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

At a fundamental level, reflective candidates recognize the value of an ongoing feedback loop as they cycle from planning to practice to assessment to reflection and back to planning. It is the role of mentors to show and guide TCs to better understand the process and its benefits through meaningful application during their practicum. Reflective practice develops in stages beginning with a focus on oneself, then more broadly to take in elements of the situation and eventually to consideration of the perspectives of others (Ward & McCotter, 2004). With mentoring and experience, the TC’s ability to respond appropriately to evidence considered
during the reflective process also develops qualitatively. It begins with simple reaction (e.g. judgment of success versus ineffectiveness), later to inquiry (e.g. about variables and causes) and eventually to the gathering of evidence that will enable positive change (e.g. consideration of alternatives). Productive outcomes are accomplished by promoting the integration of ideas in analytic reflection: consideration of the relationships between learners, subject, assessment and instruction. Reflecting on teaching they either observe or do, candidates are guided to: provide evidence of their reasoning, generate alternatives to their decisions, question their assumptions and evaluate rather than judge their performance (Davis, 2006).

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

Mayer (2003) stipulates that all forms of feedback are not equally useful: when feedback is presented as information intended to guide the learner’s construction of knowledge and instill intrinsic motivation, then meaningful learner has occurred. Mayer’s text, Learning and Instruction (2003) provides much practical guidance on useful versus unhelpful feedback. An overview of main ideas is presented here:

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

Feedback is necessary regarding all aspects of teaching performance. Beyond the attention to the obvious instructional components and competencies, mentoring should include systematic evaluation and reflection upon the less direct but equally important dimensions related to diversity, technology and professionalism. For example, the reflective teacher makes ethical choices on what and how to teach, based on a fundamental commitment to helping students develop democratic values, a respect for human dignity and worth, and a sense of the need to balance the rights of the individual against the rights of society (Ross, Bondy & Kyle, 1993).

Within this framework, the authors also stress the sensitivity of the teacher to viewing every situation from multiple perspectives. Reflection on these aspects can result in valuable learning about ethics or needs for future professional development. In our evaluation of the candidate’s student teaching
internship, BGSU has aligned the 10 standards of the Interstate Teacher Assessment and Support Consortium (InTASC) and the seven Ohio Standards for the Teaching Profession (OSTP) with the Danielson Framework for Teaching. These instructionally targeted aspects of the formal evaluation include the associated dimensions of effective teaching highlighted in our conceptual framework. A recently designed web-based system for completing and submitting this evaluation enhances the capability of real time collaboration of CMT and UM in completing this process.

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

**Collaboration with Families, Administrators, and Community**

Beyond the tasks associated with planning, conducting, and supporting various forms of instruction and other classroom/school activities, it is important for new teachers to engage in the larger educational activity. A better definition of the true environment for a successful TC experience is the school (and the community in which it is embedded) rather than the classroom(s) to which a student is assigned. Hargreaves and Fullan (2000) described how cultural changes have forced teachers to connect more to the world beyond the school because what’s on the outside comes in to the classroom. One result is that teachers increasingly need to learn how best to work with adults to affect the success of children. The outcomes of the professional year are determined and colored by all of the settings, personnel, and activities the TC encounters during the internship. Avilla de Lima (2003) advocated that the needs of new teachers should be considered a school-wide responsibility assumed in a strong collaborative culture.

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

Definition of Co-Teaching

The professional year model recommended in this handbook stems from the co-teaching model of professional interaction. Murawski and Dieker (2008) defined co-teaching as “Co-teaching is a service delivery option designed to address the needs of students in an inclusive classroom by having a general education teacher and a special service provider (e.g., special education teacher, speech/language pathologist, Title 1 teacher) teach together in the same classroom to meet the needs of individual students” (Murawski & Dieker, 2008, p. 40). Bacharach, Heck, and Dahlberg (2010) expanded the definition of co-teaching to include a Teacher Candidate (TC) and a Classroom Mentor Teacher (CMT) instructing collaboratively to educate students.

Rationale for Co-Teaching

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

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

Co-Teaching in Professional Year

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

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

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

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

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

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition/Example</th>
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| One Teach, One Observe        | One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.  
**Examples:** One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; group interactions.  
**Tip:** When observing collect data/evidence, the observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons. |
| One Teach, One Assist          | An extension of One Teach, One Observe - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.  
**Examples:** While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the “voice” for the students who don’t understand or are hesitant to share. As a Teacher Candidate (TC) leads their first whole group lesson, the Classroom Mentor Teacher (CMT) can be responsible for overseeing classroom management – allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc.  
**Tip:** This strategy supports classroom management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the CMT interrupting the lesson. |
| Station Teaching               | The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.  
**Examples:** If co-teaching pairs were doing a literacy lesson they could divide into three stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station view a specimen/sample under the microscope, another station students may diagram the specimen/sample, and a third station students may watch a short video of the specimen/sample moving in its natural setting.  
**Tips:** Stations cannot be hierarchical; students must be able to start at any station. This is an excellent way to have students working in smaller groups; allowing the TC the opportunity to build his/her confidence while teaching a mini-lesson multiple times; and keep the cooperating teacher actively engaged with students. Other adults (Paraprofessionals, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson. |
| Parallel Teaching              | Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.  
**Examples:** After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson, students are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems.  
**Tips:** Students should be facing their teacher with backs to the other teacher/group to reduce distractions. When TCs view the CMT, timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson. |
| Supplemental Teaching | This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.  
**Examples:** Using the results from a math exam, students are divided into two groups: one smaller group that didn’t meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however, these students will build on the same concepts and complete additional math problems.  
**Tips:** Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher doesn’t always work with the students who are struggling and/or need extensions. Group make-up is always changing. |
| --- |
| Alternative or Differentiated | Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.  
**Examples:** When teaching a lesson on predicting, students will take clues from what they have read to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred in the story – putting each event on a white board. Based on those significant events, the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her group, the students predict by connecting the specific items pulled out of the bag with the story (Shiloh – dirty dog collar, $20 bill, moldy cheese, etc.).  
**Tips:** This is a great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as students should achieve the same objective but arriving there using different methods. |
| Team Teaching | Well-planned, team taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.  
**Examples:** Both instructors can share the reading of a story or text so that the students are hearing two voices. The Classroom Mentor Teacher (CMT) may begin a lesson discussing specific events; the Teacher Candidate (TC) may then share a map or picture showing specifics of the event.  
**Tips:** Often pairs will begin the experience by team teaching a lesson, providing “fact time” in front of the classroom. For the TC, this is much more scripted and staged but does provide an opportunity for the students to view the TC as a “real” teacher. Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute. |

*Adapted from the work of Lynne Cook and Marilyn Friend (2007).*

Copyright 2015, *The Academy for Co-Teaching and Collaboration* at St. Cloud State University & TWH Consulting Original Research Funded by a US Department of Education, Teacher Quality Enhancement Partnership Grant
References


Professional Year Field Experience Timeline

1st Half Methods Semester

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

2nd Half Methods Semester

- CMT manages instructional environment.
- TC is responsible for planning/pupil activities.
- TC creates lesson plans to be implemented by both TC and CMT.
- TC implements reflective 'Learning Cycle' --> assess, plan, teach, revise.
- TC implements differentiated instruction.
- TC focuses on classroom instruction and planning.
- TC participates in parent meetings.
- TC works to engage the community.
- TC collaborates professionally with other school personnel.
1st Half Student Teaching Internship Semester

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

2nd Half Student Teaching Internship Semester

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

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

Methods Objectives

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

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

TCs are not expected independently to plan lessons until they have received instruction in campus methods classes. Methods TCs are expected to dress and conduct themselves professionally at all times, arriving punctually to school, and becoming fully engaged in meetings, classroom activities, assisting teacher and students, etc. They are to adhere to the prescribed teacher schedule, arriving and leaving as teachers do.

Caution!

According to BGSU policy a Teacher Candidate in Methods cannot be left alone with students. While it may be tempting and expedient to leave a methods TC--especially a highly competent one--in charge of the classroom while the CMT attends to other business in the building, it is against BGSU policy. Likewise, assigning a methods TC to cafeteria duty, recess duty, etc., without the direct presence and supervision of a licensed teacher or administrator is also illegal. Methods TCs are expected to participate in these activities: however, they must be accompanied by another school staff member.
Possible Field-Based BGSU Activities

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

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

Visitation Guidelines for University Mentors

Four visits are required by University Mentors for each TC in methods. University Mentors may conduct additional visits as needed. Communication between visits is essential for performance/progress monitoring; telephone, emails or other forms of communication may be used to maintain contact with the CMT and TC. Maintaining connection allows for early identification of potential problems.

VISIT ONE: INTRODUCTION
Duration: 30 minutes with CMT, TC, and University Mentor (UM)
- Introductions and exchange of contact information.
- Assure that the CMT has access to the Professional Year Handbook on the website. Briefly review the key points with everyone seated together.
- Emphasize getting the student active as soon as possible. More teaching than required may be possible, but methods students still have university assignments as well.
- TC supervision: TCs are not to be left alone in the classroom (they are not yet licensed), and are NOT permitted to cover the class if there is a substitute in the room.
- Remind the CMT of when the midterm evaluation is due (see calendar).
- Set a conference date during this week to complete Visit Two—the initial feedback evaluation.

VISIT TWO: INITIAL FEEDBACK EVALUATION
Duration: 30-40 minutes with the CMT, TC, and UM
- Conduct the conference with the TC and the CMT.
- Complete the Initial Feedback Evaluation form and affix all parties’ signatures.
- Upon completion of the online evaluation encourage all parties to print a copy for their records
- TC submits the original to the appropriate instructor by the deadline.
- TCs who are struggling should be reported to the Regional Lead Mentor or Office of Educator Preparation and Partnerships.
VISIT THREE: FORMAL OBSERVATION
Duration: 30-minute pre-observation conference, a full period observation, and a 30-minute post-observation conference
• Use the Methods Observation form, which is linked to the Ohio Standards for the Teaching Profession (OSTP), the Interstate Teacher Assessment and Support Consortium (InTASC), and the Danielson Framework for Teaching
• Submit observation notes electronically within 48-72 hours of observation.
• Schedule the final evaluation conference.

VISIT FOUR: FINAL EVALUATION
Duration: 30-40 minutes with the Classroom Mentor Teacher (CMT), the Teacher Candidate (TC), and UM
• Assist the CMT in finalizing the Final Evaluation form and make copies for the conference.
• Schedule a conference between the CMT, TC, and UM.
• Ensure all parties sign the evaluation electronically.
• Upon completion of the online evaluation encourage all parties to print a copy for their records.
• Discuss the upcoming Student Teaching Internship and confirm placement/arrangements.
• Verify TC is promoted to student teaching internship.
## Steps to Follow to Assist Teacher Candidates

<table>
<thead>
<tr>
<th>Steps in Intensive Assistance of Teacher Candidates (TCs)</th>
<th>Classroom Mentor Teacher</th>
<th>BGSU University Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine nature of instructional problems through observation and conferences.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>2. Do frequent and written observations.</td>
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<td>X</td>
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<tr>
<td>3. Solicit principal and/or another teacher to observe TC.</td>
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<tr>
<td>4. Identify major areas for TC to work on – give in writing.</td>
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<td>X</td>
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<tr>
<td>5. Develop MOU for remediation steps and timeline.</td>
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<tr>
<td>7. Give repeated reports on progress.</td>
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<tr>
<td>8. Record mid-term evaluation conference.</td>
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<td>X</td>
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<tr>
<td>9. Keep written log of each day.</td>
<td>X</td>
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<tr>
<td>10. Keep written accounts of each observation and conference.</td>
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<td>X</td>
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<tr>
<td>11. Use objective data gathering, share with TC on his/her progress.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>12. Use videotaping and audio-taping for TC’s self-assessment.</td>
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</tbody>
</table>

**Review with TC what alternatives are available:**

- a. Withdrawal (within timeline) and repeat methods at a later date
- b. Withdrawal from methods and complete courses to graduate in another major
- c. Fail – able to repeat methods once
- d. Continue in methods until end of time period, working to improve and pass with a satisfactory evaluation
- e. Continue in methods and risk failing with a weak evaluation

*Adaption from Richard Manatt, Research Institute for Studies in Education, Iowa State University.*
Inclusive Early Childhood (IEC) Junior Year
Preschool Methods Block Timeline

Weeks 1-3:
Teacher candidates (TC) taking methods block courses. A required orientation meeting will take place in the first two weeks of the semester.

The TC should:
- Attend all campus seminars and classes.
- Complete all assignments in an attempt to gather as much information as possible about preschool settings, Early Learning Standards, Developmentally Appropriate Practices, DEC Recommended Practices, the preschool child, and teaching/learning.
- Contact the school/center and Classroom Mentor Teacher (CMT) to arrange Tuesday and Thursday visitations and to schedule an interview.
- Begin constructing a letter of introduction to parents and/or guardians of students he/she will be teaching.

Week 4:
TCs taking methods block courses and begin visiting assigned field site for a full day on Tuesday and Thursday (teacher sign-in to teacher sign-out). Co-planning and co-teaching with the CMT and peers is strongly encouraged.

The TC should:
- Get to know the CMT, students, and school/center personnel & policies.
- Observe CMT’s instruction and classroom management styles.
- Work with individuals and small groups.
- Record daily teaching schedule and classroom/center routines.
- Observe students’ academic performance and behaviors.
- Assist CMT and students with in-school responsibilities.
- Work on any field-based assignments.

Weeks 5 - 15:
TCs continue taking campus classes (M, W, F) and visiting assigned field site for a full day on Tuesday and Thursday.

The TC should:
- Work diligently on field-based assignments.
- Finalize with CMT a teaching schedule to ensure all assignments are completed in a timely manner and meet all due dates. Practice teaching brief teacher- or cooperatively-prepared lessons.
- Work with individuals and small groups.
- Assist CMT and assume a few other teacher duties.
- Show initiative: Assist the CMT and students with classroom-related activities and assignments.
- Arrange for the University Mentor (UM) to observe.
- Communicate with/seek input from the CMT on lesson plans, intervention strategies, teaching performance, and classroom management.
- Schedule formal observation date/time with UM.
- Participate in midterm and final evaluation meetings with CMT & UM.
- Schedule and participate in pre- and post-observation conference with UM.
- Respond to reflective prompts analyzing teaching performance.

We recommend co-planning and co-teaching with CMT and peers whenever possible. This benefits both the TCs and the students in the classroom.
Weeks 1-2:
Teacher candidates (TC) taking methods block courses. A required orientation meeting will take place during the second week of the semester.

The TC should:
- Attend all campus seminars and classes.
- Complete all assignments as assigned.
- Begin constructing a letter of introduction to parents and/or guardians of students he/she will be teaching.

Weeks 3-4:
TCs will be attending their assigned classroom. They are expected to be in attendance during the contract hours of their CMTs.

The TC should:
- Get to know the CMT, students, and school personnel & policies.
- Observe CMT’s instruction and classroom management styles.
- Work with individuals and small groups.
- Record daily teaching schedule and classroom/center routines.
- Observe students’ academic performance and behaviors.
- Assist CMT and students with in-school responsibilities.
- Work on any field-based assignments.

Weeks 5-11:
TCs continue taking campus classes Tuesday through Friday, and visiting assigned field site for a full day on Mondays.

The TCs should:
- Work diligently on field-based assignments.
- Work closely with BGSU faculty and CMT to ensure lessons and activities being planned are developmentally appropriate for the students in their classroom.

On visitation days, the teacher candidate should:
- Finalize with CMT a teaching schedule for teaching content area units, if appropriate.
- Work with individuals and small groups.
- Assist CMT and assume a few other teacher duties.
- Show initiative: Assist the CMT and students with classroom-related activities and assignments.
- Communicate with/seek input from the CMT on lesson plans, intervention strategies, teaching performance, and classroom management.

Weeks 12-15 (BGSU Observes Veterans Day on November 12; TCs not at field site):
TCs will be in their assigned classrooms, Monday through Friday, observing contract times of their CMT.

The TCs should:
- Schedule formal observation date/time with University Mentor (UM).
- Participate in midterm and final evaluation meetings with CMT & UM.
- Schedule and participate in pre- and post-observation conference with UM.
- Teach content area unit lesson plans, if appropriate.
- Show initiative and continue to assist CMT with classroom-related activities/assignments.

We recommend co-planning and co-teaching with CMT and peers whenever possible. This benefits both the teacher candidates and the students in the classroom.
# BGSU Methods Calendar - Fall 2021

## All Teacher Education Programs

### August/September

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>30</td>
<td>Methods Classes</td>
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<td>31</td>
<td>Methods Classes</td>
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<td>SEPT 1</td>
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<td>Methods Classes</td>
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<td>6</td>
<td>LABOR DAY: NO CLASSES</td>
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<td>13</td>
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<td>14</td>
<td>Fall Break</td>
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<td>18</td>
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<td>Field Site</td>
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<td>Thanksgiving break</td>
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<td>Thanksgiving break</td>
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<td>Thanksgiving break</td>
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### December

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<td>29</td>
<td>Field Site</td>
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<td>30</td>
<td>Field Site</td>
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<td>Field Site</td>
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<td>Last Day of classes</td>
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<td>13</td>
<td>Finals Week</td>
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<td>Finals Week</td>
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<td>Finals Week</td>
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<td>16</td>
<td>Finals Week</td>
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<tr>
<td>17</td>
<td>Finals Week</td>
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</tbody>
</table>

**Student Teaching-- Start Date:** Monday January 10, 2022 ; **End date:** April 22, 2022

Student Teachers follow their school calendar aside from start and end date.
Fall 2021 Student Teaching Dates

**August 26 – December 10**
Inclusive Early Childhood Education
Middle Childhood Education
Adolescence to Young Adult Education
Intervention Specialist
Music Education

**August 26 – October 15; October 18 – December 10**
Art Education
Physical Education Health Education

Last Day of Classes: December 10, 2021
Final Exam Week: December 13 – 17, 2021
Section III: Student Teaching Internship
Principles for The Student Teaching Internship

Introduction

The Capstone experience for the aspiring teacher is student teaching internship. The student teaching internship for most programs will be scheduled for the semester immediately following the methods block semester. In most cases, pre-service teachers will have the same placement for the internship that they had for the methods experience; however, some program areas may require multiple placements to meet state guidelines. This section of the Professional Year Handbook provides basic guidelines for the student teaching internship experience.

Internship Objectives

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

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

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

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

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

Visitation Guidelines for University Mentors

Six visits are required by University Mentors for each TC during the internship. University Mentors may conduct additional visits as needed. Communication between visits is essential for performance/progress monitoring; telephone, emails or other forms of communication may be used to maintain contact with the CMT and TC. Maintaining connection allows for early identification of potential problems.

VISIT ONE: INTRODUCTION

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

- Introductions and exchange of contact information.
- Assure that the CMT has access to the Professional Year Handbook on the website. Briefly review the key points with everyone seated together.
• Emphasize getting the student active as soon as possible.
• TC supervision: TCs are not to be left alone in the classroom (they are not yet licensed), and are **NOT** permitted to cover the class if there is not a licensed substitute in the room.
• Remind the CMT of his/her observation/evaluation schedule (see calendar).
• Set a conference date during this week to complete Visit Two—the observation.

**VISIT TWO: FORMAL OBSERVATION**

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

• Use the Internship Observation form, which is linked to the Ohio Standards for the Teaching Profession (OSTP), the Interstate Teacher Assessment and Support Consortium (InTASC), and the Danielson Framework for Teaching
• Conduct the post-conference with the TC and the CMT.
• Complete the Observation Form.
• TCs who are struggling should be reported to the Regional Lead Mentor or Office of Educator Preparation and Partnerships.

**VISIT THREE: MIDTERM EVALUATION**

**Duration:** 30-40 minutes with the Classroom Mentor Teacher (CMT), the Teacher Candidate (TC), and UM

• Use the Internship Midterm Evaluation Form, which is linked to the Ohio Standards for the Teaching Profession (OSTP), the Interstate Teacher Assessment and Support Consortium (InTASC), and the Danielson Framework for Teaching
• Work collaboratively with the CMT to complete the evaluation and submit online.
• Meet with the CMT and the UM to discuss midterm evaluation, and goals for the remainder of the semester.

**VISIT FOUR: FORMAL OBSERVATION**

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

• Use the Internship Observation form, which is linked to the Ohio Standards for the Teaching Profession (OSTP), the Interstate Teacher Assessment and Support Consortium (InTASC), and the Danielson Framework for Teaching
• Conduct the post-conference with the TC and the CMT.
• Complete the Observation Form.
• TCs who are struggling should be reported to the Regional Lead Mentor or Office of Educator Preparation and Partnerships.

**VISIT FIVE: FORMAL OBSERVATION**

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

• Use the Internship Observation form, which is linked to the Ohio Standards for the Teaching Profession (OSTP), the Interstate Teacher Assessment and Support Consortium (InTASC), and the Danielson Framework for Teaching
• Conduct the post-conference with the TC and the CMT.
• Complete the Observation Form.
• TCs who are struggling should be reported to the Regional Lead Mentor or Office of Educator Preparation and Partnerships.
VISIT SIX: FINAL EVALUATION

**Duration:** 30-40 minutes with the Classroom Mentor Teacher (CMT), the Teacher Candidate (TC),
- Assist the CMT in finalizing the Final Evaluation form and make copies for the conference.
- Schedule a conference between the CMT, TC, and UM.
- Ensure all parties sign the evaluation electronically.
- Upon completion of the online evaluation encourage all parties to print a copy for their records.

Steps to Follow to Assist Teacher Candidates

<table>
<thead>
<tr>
<th>Steps in Intensive Assistance of Teacher Candidates (TCs)</th>
<th>Classroom Mentor Teacher</th>
<th>BGSU University Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine nature of instructional problems through observation and conferences.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Do frequent and written observations.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Solicit principal and/or another teacher to observe TC.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. Identify major areas for TC to work on – give in writing.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. Develop MOU for remediation steps and timeline.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7. Give repeated reports on progress.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>8. Record mid-term evaluation conference.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>9. Keep written log of each day.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>10. Keep written accounts of each observation and conference.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>11. Use objective data gathering, share with TC on his/her progress.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>12. Use videotaping and audio-taping for TC’s self-assessment.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Review with TC what alternatives are available:**

a. Withdrawal (within timeline) and repeat student teaching at a later date
b. Withdrawal from student teaching and taking courses in order to graduate in another major
c. Fail – able to repeat student teaching once
d. Continue in student teaching until end of time period, working to improve and pass with a satisfactory evaluation
e. Continue in student teaching and risk failing with a weak evaluation

*Adaption from Richard Manatt, Research Institute for Studies in Education, Iowa State University.*
### BGSU Student Teacher Observation Schedule

#### Semester Checklist

<table>
<thead>
<tr>
<th>Weeks 1 &amp; 2</th>
<th>30-45 Minute <strong>On-site Orientation Visit</strong> with Classroom Mentor Teacher and Student Teacher Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Ensure CMT has “verified” by getting into MyEDHD. If the CMT hosted the student for methods, this process should have completed at the beginning of the methods semester.</td>
</tr>
<tr>
<td></td>
<td>- Handbook reviewed, evaluation schedule explained, questions answered by the UM</td>
</tr>
<tr>
<td></td>
<td>- Schedule next visit for first formal observation by UM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 3 &amp; 4</th>
<th>First Formal <strong>University Mentor Observation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Follow observation format [30-minute pre-observation conference, full period observation (at least 40 minutes), 30-minute post observation conference]</td>
</tr>
<tr>
<td></td>
<td>- Use Internship Visit Form provided and conduct post observation conference with teacher intern who retains a copy of observation notes for his/her files</td>
</tr>
<tr>
<td></td>
<td>- Post observation conference should be held immediately following the observation</td>
</tr>
<tr>
<td></td>
<td>- CMT should attend post conference</td>
</tr>
<tr>
<td></td>
<td>- Set date for second formal observation by UM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 5 &amp; 6</th>
<th>First Formal <strong>Classroom Mentor Teacher Observation</strong> (conducted before UM returns for his/her second observation)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Use Observation Form and conduct post observation conference with Teacher Intern who retains a copy of observation notes for his/her files</td>
</tr>
<tr>
<td></td>
<td>- Copy saved notes and share with UM during next visit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 7 &amp; 8</th>
<th><strong>Second Formal University Mentor Observation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Follow observation format [30-minute pre-observation conference, full period observation (at least 40 minutes), 30-minute post observation conference]</td>
</tr>
<tr>
<td></td>
<td>- Use Internship Visit and conduct post observation conference with teacher intern who retains a copy of observation notes for his/her files</td>
</tr>
<tr>
<td></td>
<td>- Post observation conference should be held immediately following the observation</td>
</tr>
<tr>
<td></td>
<td>- CMT should attend post conference, if possible</td>
</tr>
<tr>
<td></td>
<td>- UM meets with CMT after Teacher Intern post conference to discuss due dates for mid-term evaluation and gives instructions to CMT and Teacher Intern for process</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 7 &amp; 8</th>
<th><strong>Mid-Term Evaluation Conference</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Mid-Term Evaluation written by Classroom Mentor Teacher in collaboration with University Mentor and presented in a 3-way conference with Teacher Intern</td>
</tr>
<tr>
<td></td>
<td>- Classroom Mentor Teacher, University Mentor and Student Intern each complete evaluation form separately.</td>
</tr>
<tr>
<td></td>
<td>- UM prepares final document and makes copies for each conference participant. After the conference the UM will go into MyEDHD and “Finalize”- this will include electronic signatures.</td>
</tr>
<tr>
<td></td>
<td>- Set date for third formal observation by UM and for second formal CMT observation</td>
</tr>
</tbody>
</table>
| Weeks 9 & 10 | **Second Formal Classroom Mentor Teacher Observation** (conducted before University Mentor returns for his/her third observation)  
- Use Observation Form provided and conduct post observation conference with teacher intern who retains a copy of observation notes for his/her files  
- Copy saved notes and share with UM during next visit. |
| Weeks 11 & 12 | **Third Formal University Mentor Observation**  
- Follow observation format [30-minute pre-observation conference, full period observation (at least 40 minutes), 30-minute post observation conference]  
- Use Internship Visit V and conduct post observation conference with teacher intern who retains a copy of observation notes for his/her files  
- Review notes with student in post observation conference, **immediately following the observation**  
- CMT should attend post conference  
- Date and time set for final evaluation three-way conference  
- UM meets with CMT and Teacher Intern after teacher intern post conference to discuss plans and due dates for submitting comments and rating suggestions via MyEDHD.  
- Teacher Intern submits evaluation forms for the CMT and UM online in MyEDHD. Intern completes the Summary Reflection on Student Teaching/Internship Experience form online in MyEDHD. UM will be notified when the intern submits. UM must contact the intern if not submitted by deadline.  
- CMT will submit an evaluation form of the UM online in MyEDHD  
- Intern should submit evaluation of UM and CMT |
| Weeks 13 & 14 | **Final Evaluation Conference**  
- Final Evaluation collaboratively written by University Mentor and Classroom Mentor Teacher and is presented in a **3-way conference with Student Teacher Intern**  
- UM will input final evaluation into MyEDHD after receiving the CMT comments sent through MyEDHD.  
  - UM prepares final document and sends copies electronically to each conference participant. All parties will complete with an electronic signature (additional instructions to follow)  
- UM checks for all required evaluations and forms submitted online by CMT and Teacher Intern through MyEDHD by Monday before exam week. |
| Week 15 Exam Week | Make-Up days, if needed. |

*This is a recommended timeline for student teaching internship activities*
Section IV: Policies & Procedures
Professional Conduct for Ohio Educators

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

Placement Policies and Procedures

General Placement Process

Placement Decisions Policy
Placements are made by the Office of Educator Preparation and Partnerships (OEPP) in partnership with P-12 schools and collaboration with the program area, and are based on the following factors:

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

Interview Policy
TCs are to interview with their CMTs prior to the start of their professional year and/or for each subsequent placement.

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

Placement Changes Policy
Changes in placements are extremely rare due to the limited number of available sites and the importance of maintaining positive working relationships with school partners. It is the responsibility of the Assistant Dean for Educator Preparation and Partnerships to determine if a change in placement is to be made. Placement change requests should be made only after thorough investigation of all circumstances and an attempt has been made to resolve issues. Placement changes will only be considered after conferences with the relevant parties through a Student Support Team (SST) meeting.

NOTE: Dismissal from a school for methods and student teaching internship will result in a failure in methods or student teaching internship and will be referred to the SST.
Transient Student Teaching (Hardship)

All requests by Teacher Candidates (TCs) to complete student teaching internship outside Bowling Green State University’s geographical area (70-mile radius from BGSU) must be submitted in writing on the official Student Teaching Internship/Transient Status Request Application Form. TCs can find the Transient Status Request forms in the Office of Educator Preparation and Partnerships). The TC must be in good standing, with GPA requirements for program met, and prerequisites taken or in place to be finished before the student teaching internship semester.

1. TC needs to complete the form(s), including the necessary attachments:
   a. Transient Status Request Application Form
   b. Cover letter explaining hardship, along with documentation (i.e. letters from physician, marriage license, military orders, etc.)
   c. Official transcript
   d. Student teaching internship personal data sheet
   e. Three (3) recommendation forms (see #5 below)
   f. Current BCI&I/FBI background check
   g. Check/money order for non-refundable $200 processing fee

2. Return the Transient Status Request Application with all materials to the OEPP, in 101 Education Building. Deadlines for request submission:
   a. Spring Semester student teaching: August 31 of the preceding year
   b. Fall Semester student teaching: January 31 of the same year

3. Applications will be submitted and reviewed by the Transient Review Committee. Within four weeks of the due date(s) listed above, the committee will approve or deny transient status. The Committee will consist of three (3) program coordinators from the School of Teaching and Learning, School of Intervention Specialist, Physical Education/Health Education, Art Education, and/or Music Education. If the program area coordinator for the student who is requesting is not one of the committee members, he/she will be present and a voting member. The Assistant Dean for OEPP will be a voting member. The Associate Dean of Student and Academic Affairs of the College of Education and Human Development (EDHD) will serve as an ex officio member. Appeals to a decision will be submitted to the EDHD Associate Dean of Student and Academic Affairs.

4. If support fees exceed BGSU rates, TC will be notified of anticipated additional costs. Support fees include expense for Classroom Mentor Teacher (CMT), University Mentor (UM), and/or processing fee if an additional university will be assisting with the placement, etc. Some universities may require payment directly to them or the assigned UM appointed by their university.

5. Students will be required to distribute three (3) recommendation forms to BGSU faculty specifically from EDHD or BGSU Methods or Content Area Instructors to complete in support of the student's request for transient status. All three recommendation forms must be received in the OEPP by the application due date specified for the semester requested.

6. If the student's application is approved by the committee, communication will begin to request distant placement. The time for notification of a placement will depend on availability of a placement site and securing a UM within the designated area. The OEPP will:
   a. Confirm student teaching/internship eligibility
b. Contact host institution to see if placement is feasible in the area requested

c. Contact the student with the total addition of costs, if any, and student will have one
   week to accept or reject continuance of this request.

7. If a Request Application has been approved by the committee, but the Office of Educator
   Preparation and Partnerships (OEPP) is not able to secure a placement and a qualified
   UM in the requested area, the nonrefundable $200 processing fee will be applied to the
   student’s Bursar account. The OEPP will initiate the paperwork to secure a student
   teaching internship placement in BGSU’s geographical placement area.

**Definition of Hardship**

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

(a) Serious terminal illness or death of an immediate TC (Teacher Candidate) family
   member* which includes spouse, son, daughter, or parent (not a parent by in-law), from
   which the care of the TC is deemed necessary and documentable;

(b) Serious illness of a TC needing specific medical care to continue with schooling;

(c) Care of TC’s small children for which family assistance is required due to separation,
   divorce or illness, or death of TC’s spouse;

(d) Location of employment of the spouse of the TC. This will include circumstances such
   as military service or a change in residence due to the marriage of a TC before or
   during the TC’s teaching semester;

(e) Extenuating circumstances on an individual case basis with supportive documentation.
   This will exclude financial hardship solely due to normal living expenses, gas and/or
   travel expenses, possibility of job opportunity, etc.

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

**National/International Teacher Candidate Experience**

**National/International Teacher Candidate Policy**

TCs interested in applying for a national/international student teaching internships must turn in a
completed application form and supporting documentation to the OEPP, 101 Education Building.

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

**National/International Teacher Candidate Procedure**

In addition to applying for the professional year placement, TCs will need to submit: a separate
application for an international or national experience, a current DARS Report, an essay, and 3
signed letters of commendation, one of which has to be from a BGSU instructor in TC’s content
area. Additional information, applications and the guidelines for submission are available in the
Office of Educator Preparation and Partnerships), 101 Education Building. The deadline to apply
for fall and spring national/international student teaching is the Friday before Spring Break.
TCs chosen for national or international student teaching placements must attend an orientation seminar concerning the requirements of the student teaching program. International candidates must attend BGSU student teaching orientation prior to departure for their international national site and must register with Study Abroad at [http://bgsu.studyabroad.com/?go=BGinBrazil](http://bgsu.studyabroad.com/?go=BGinBrazil). National candidate must attend student teaching orientation in Aldine, Texas and must depart for their site prior to Aldine’s orientation date. Aldine district will inform OEPP of the orientation date.

**Teacher Match**

**Teacher Match Invitation Policy**

Teacher Candidates (TCs) who are in good standing for methods eligibility are randomly selected by the Office of Educator Preparation and Partnerships to attend a match event. TC’s are expected to attend any matches for which they are selected. The only exception, for attendance, is if a course instructor does not permit a TC to miss a course. OEPP will communicate with course instructors regarding TC selection and attendance.

**Teacher Match Selection Policy**

Any TC selected by a Classroom Mentor Teacher (CMT) at a Teacher Match event is a final placement. This is considered to be a successful interview. TCs cannot decline selection by a CMT. TCs will be required to complete their program methods packets that include an interview assignment; however, this interview is to gather information not to finalize the placement.

**Criminal Background Checks**

State law mandates that persons working with vulnerable populations (i.e., school children, individuals in health and elder care facilities, etc.) undergo both Ohio BCI (Bureau of Criminal Investigation) and FBI (Federal Bureau of Investigation) background checks to ensure clearance for site visitations. Results are valid for one year from date of completion. Thus, TCs must complete background checks each summer, ensuring uninterrupted work in schools across the academic year, as well as timely processing of applications for teacher licensure.

**Important! It is the responsibility of the Professional Year Teacher Candidate to complete his/her background checks, with the RESULTS submitted to the Office of Educator Preparation and Partnerships by July 1. Professional Year Teacher Candidates whose results are not received by July 1st will not be eligible for fall semester methods.**

- Background checks are conducted at the BGSU Book Store (Bowen-Thompson Student Union) for a fee, or at Ohio police stations. **SAVE your background check receipt.** This will help in locating any “lost” results.
- Candidates should verify that any agency conducting these tests has machinery for conducting both BCI and FBI background checks.
- Processing time for background checks may take 30+ days; planning is essential.

If, at any point in time, during the professional year (methods or student teaching internship) a Teacher Candidate (TC) attends his/her field placement site without a current (not expired) BCI and FBI background check, he/she will be immediately removed from the placement site until proof of a valid, current check is provided.
Substitute Teaching

TC’s cannot be used as substitute teachers in the classroom or in school-sponsored non-teaching activities (ex. playground, cafeteria, recess). The Classroom Mentor Teachers or other specifically designated teacher must be available for help and guidance at all times.

Dress and Grooming

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

Confidentiality

TCs at BGSU, are placed in area schools/classrooms, to work with students and CMTs. Professionalism and law requires the utmost confidentiality. As such, this means that TCs are not to disclose or repeat information (either orally, verbally, or on social media) that is private, personal, or embarrassing in nature related to students, families, P-12 faculty, administration, and/or staff. Disclosure of such information is a breach of confidentiality and grounds for dismissal from a placement site or teacher preparation program.

Transportation

A TC is responsible for securing his/her own transportation to and from a professional year site. TC placements will not be based on transportation. All TCs must have the means to commute to assigned placements. The Office of Educator Preparation and Partnerships will provide TCs placed at the same site carpool lists prior to the start of the semester.

Teacher Candidate Insurance

Liability Insurance

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

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

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

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

**Outside Activities – Jobs/Coursework**

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

**Attendance Policy for Methods and Student Teaching Internship**

Attendance is a key component of professional conduct, and BGSU Teacher Candidates (TCs) are expected to be at their field sites each assigned day, as Classroom Mentor Teacher(s) (CMTs) and P-12 students are relying on their consistent, punctual presence. Since school district calendars vary, a minimum number of attendance days for all TCs is required each semester, permitting occasional legitimate absences for illness, emergency, weather cancellations, etc. This attendance minimum is reported to the state of Ohio and must be fulfilled. Please note: Whatever sign-in/sign-out time constitutes a full teaching day for the CMT also counts as a full teaching day for the TC.

**Methods**

TCs are expected to follow the methods field calendar as designated by their educator preparation program (see Section II for calendars). If a TC does not have the required number of full days present in the field by the last designated field day on the methods calendar, he/she will receive a grade of “Incomplete” for the methods practicum until the requisite number of days are completed. UMs and CMTs should report excessive absences to OEPP. Finals week is designed to allow students to make up days missed at the field site during the semester.

<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum Days (METHODS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ArtE</td>
<td>16</td>
</tr>
<tr>
<td>AYA</td>
<td>32</td>
</tr>
<tr>
<td>MCE</td>
<td>32</td>
</tr>
<tr>
<td>IEC Juniors</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum Days (METHODS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC (Seniors)</td>
<td>37</td>
</tr>
<tr>
<td>SIS</td>
<td>36</td>
</tr>
<tr>
<td>Workforce Education</td>
<td>34</td>
</tr>
<tr>
<td>World Language</td>
<td>32</td>
</tr>
</tbody>
</table>
**Student Teaching Internship**

Student Teaching Interns are expected to begin their student teaching internship on the first day of the BGSU semester, and are to continue through Friday of the last week of classes of the BGSU semester. Finals week is reserved to schedule make-up days for those missed during the semester. Interns are to attend the MAXIMUM number of full teachable and professional development days in the assigned school calendar.

At minimum, Teacher Interns (except IEC Juniors) must complete 65 full days in their school sites, to successfully conclude the student teaching internship. *(Note: Attendance at the BGSU Teacher Job Fair counts as 1 of the 65 required days.)* TCs not completing the minimum number of field days by the Friday before BGSU’s finals week will receive an “Incomplete” for the student teaching internship until the requisite number of days is fulfilled. Finals week may be used to make up missed days.

<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum Days Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>ArtE</td>
<td>65</td>
</tr>
<tr>
<td>AYA</td>
<td>65</td>
</tr>
<tr>
<td>MCE</td>
<td>65</td>
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<tr>
<td>MUED</td>
<td>65</td>
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<tr>
<td>PEHE</td>
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<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum Days Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC (Juniors)</td>
<td>52</td>
</tr>
<tr>
<td>IEC (Seniors)</td>
<td>65</td>
</tr>
<tr>
<td>SIS</td>
<td>65</td>
</tr>
<tr>
<td>Workforce Education</td>
<td>65</td>
</tr>
<tr>
<td>World Language</td>
<td>65</td>
</tr>
</tbody>
</table>

**Verification of Methods/Internship Attendance**

It is the Teacher Candidate’s (TC) responsibility to input his/her attendance via MyEDHD. Failure to do so may result in failing methods or the student teaching internship. Any misrepresentation is prohibited and will be subject to disciplinary sanctions.

**Directions for Teacher Candidates:**

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

It is the responsibility of the TC to ensure his/her CMT verifies attendance for methods/internship on a *monthly* basis. Any day that is not verified will be considered an absence to which the **attendance policy** will apply.
Directions for Classroom Mentor Teachers

- Login MyEDHD (https://edhd.bgsu.edu/egads/at/)
- You can choose to confirm the Teacher Candidate’s (TC) attendance or change the reported attendance.
- Classroom Mentor Teachers (CMT) will have the option of clicking on “details” to add any notes about a particular day.
- Once finished click “confirm”
- Logout
**Strikes, Boycotts, Work Stoppages, Riots**

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

**Sexual Misconduct**

A Teacher Candidate (TC) who is dismissed from a school on the basis of admitted and/or documented evidence of sexual misconduct with a pupil(s) at his/her field experience site will have a report of that misconduct become part of his/her permanent record file. In accordance with the Ohio Revised Code, such misconduct shall immediately be reported to the local police agency for investigation. The TC shall be denied a new field placement pending the results of the investigation. Any subsequent field placements will only be made with the full knowledge and consent of the Superintendent of the participating school district and the College Dean. Recommendation for licensure shall remain contingent upon satisfactory completion of all required field experiences, including the Student Teaching Internship and evidence of good moral character as defined by the Ohio Department of Education. The College of Education and Human Development will refer to the University Student Code of Conduct, located at http://www.bgsu.edu/student-handbook/code-of-conduct/code-of-student-conduct.html, for further consideration of this matter.

**Sexual Harassment**

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

**Felony Conviction Policy**

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

**Dismissal Policy and Procedure**

**Dismissal Policy**

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

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

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

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

**Dismissal Procedure**

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

**Communication Protocol**

**Communication Protocol for Problem Resolution in Professional Year**

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

**Teacher Candidates (TCs)**

If a teacher candidate encounters a problem while in the professional year placement, he/she should address the issue by contacting:

1. Classroom Mentor Teacher (CMT)
2. University Mentor (UM) should be contacted next.
3. Program Coordinator (PC) should be contacted next.
4. Assistant Dean for Educator Preparation and Partnerships is the final person in the communication protocol

**Communication Protocol for Teacher Candidates**

![Communication Protocol Diagram]
**Classroom Mentor Teacher (CMT)**

If a Classroom Mentor Teacher encounters a problem with a teacher candidate, he/she should address the issue by communicating with:

1. **Teacher Candidate (TC)**
2. **University Mentor (UM)** should be contacted next.
3. Assistant Dean for Educator Preparation and Partnerships is the final person in the communication protocol

If a Classroom Mentor Teacher encounters a problem with a University Mentor, he/she should address the issue by communicating with:

1. **University Mentor (UM)**
2. Assistant Dean for Educator Preparation and Partnerships is the final person in the communication protocol

**Communication Protocol for Classroom Mentor Teachers**

**University Mentor (UM)**

UM will follow a similar communication protocol while meeting the needs of the TCs they serve.

1. First, the UM should document discussions with the TC and CMT regarding the issues or concerns;
2. If there is no resolution, the next person with whom to confer is the Lead Mentor of their region;
3. Assistant Dean for Educator Preparation and Partnerships is the final person in the communication protocol

**Communication Protocol for University Mentors**
If all attempts to correct issues/problems have been unsuccessful, the teacher candidate will be referred to the Student Support Team. See Section V for more information regarding the SST.

**Withdrawal from Professional Year**

**Withdrawal Policy**

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

Withdrawal from the University:
See the policy at [http://www.bgsu.edu/catalog/academic-policies/withdrawal-from-university.html](http://www.bgsu.edu/catalog/academic-policies/withdrawal-from-university.html).

**Withdrawal Procedure**

TCs withdrawing from the student teaching internship must report to the Office of Educator Preparation and Partnerships. The TC is responsible for filing a course withdrawal request (Withdrawal form) on or before the last day of the 12th week. Withdrawal information can be inquired of the Student and Academic Services Office (102 Education Building).

**Extended Professional Year**

**Extended Methods Procedure**

If the TC has not met successful progress, he/she will be referred to a Student Support Team (SST) where it will be determined if the TC would benefit from an extension of the methods semester or the student teaching internship. Classroom Mentor Teacher and field site administrator approval is necessary to extend methods.

**Repeating the Professional Year**

If approved by the Student Support Team, A TC may repeat the professional year only once (methods or student teaching internship) in a specific licensure area.
Section V: Student Support and Intervention
Student Support Team

What is the Student Support Team?
The Student Support Team (SST) is an interdisciplinary college committee designed to support students experiencing challenges during the course of their academic program. The SST uses a team-based approach to problem solving, building supports, and providing interventions, ideally, early in the student’s career to remediate any issues that may adversely affect successful program completion. The SST is also an opportunity for students, faculty, and related field personnel to share concerns while positively planning for successful outcomes.

Who are the members of the Student Support Committee?
The INTERDISCIPLINARY Committee includes a minimum of TWO faculty members from each school in EDHD and from the Inclusive Early Childhood Programs, appointed by the School Director (See attached membership chart). Students participating in a Student Support Team meeting will confer with, at minimum, a team of two - three committee members representing a variety of programs/disciplines. This team will work with students to identify possible ways to help the student experience greater success. Relevant faculty/staff who know or work with the student such as an advisor, seminar/practicum instructor, University Mentor, Classroom Mentor Teacher, Program Coordinator, and/or other faculty who have had the student in class, could be invited to participate in the team meeting as long as the overall numbers in the team meeting remain low. A representative from the Dean’s office could also be present at these meetings. Meetings will not be held without the presence of a Coordinator, or program appointed representative, in which the student is enrolled.

Why is a student referred to the Student Support Team?
Students, faculty, staff, University Mentors, and school district personnel can initiate a referral to the SST. The SST process involves three tiers: TIER ONE, TIER TWO, and TIER III: the SST meeting. (See attached chart.) Referrals for an SST meeting occur for many different reasons. A student may be experiencing difficulties related to academics, field experience,* dispositional areas, or health concerns, to name a few. The interdisciplinary team process allows for greater exploration of potential causes and solutions to address the area of need. The goal is to help the student experience greater success in their current educational path or provide recommendations for a more suitable career.

How do you refer a student to the Student Support Team?
Once a student has been identified as having a concern, please complete the referral form found at bit.ly/EDHDSSST. Once you have completed this form, the appropriate program coordinator will be contacted and a meeting will be scheduled. The program coordinator may call you for additional information prior to a meeting.

What are Action Steps/Interventions?
Action steps are strategies identified to help a student experience greater success. This may include utilizing different instructional approaches, adding supports such as content-specific tutors, time management strategies, the Learning Commons, counseling, additional University Mentors supports, outside experts such as a specialized coach, or exploration of alternative career paths.

What will occur during the SST Meeting?
During the SST meeting, team members will review the student’s overall progress, as well as strategies that have been utilized to address issues or concerns. The meeting serves as a problem-solving session in which the team, including the student, can discuss the concerns, attempt to identify potential causes, develop potential ways to address the concerns, and then analyze possible action steps/interventions. It is through this information exchange process that effective strategies and interventions can be suggested, tested, and
monitored. The selected action steps/interventions, as well as implementation timelines, are documented by the Program Coordinator in a Student Support Plan, which is signed by the student, committee members, and relevant school personnel, such as a Cooperating Mentor Teacher.

A follow-up meeting will be scheduled to review the success of the action steps or interventions developed in the Student Support Plan. At this meeting the team may determine…

• The interventions were successful, and further intervention assistance is not needed
• The interventions were successful, but further interventions need to be added for new areas of concern.
• The interventions were somewhat effective. Further or modified interventions are needed to gather more information. A follow-up meeting will be scheduled.
• The interventions were not effective, or one or more of the Support Plan conditions were violated. Violations of any one or more of the conditions in the Support Plan occurring during methods or student teaching will constitute a failure. At that time, the Student Support Team will reconvene to recommend to the college Dean or designee whether the candidate will be permitted to continue in a Teacher Education Program.

How is a student referred to the Student Support Team?
In the event Tier Two Interventions are not successful, or if an egregious situation has occurred, early intervention steps may be bypassed, and students may be directly referred to an SST meeting by the Program Coordinator.

To make a referral, please contact EDHDSupport@bgsu.edu or complete the online referral at bit.ly/EDHDSST

*A Student Support Team meeting is required before a change of placement is considered
Student Support Team Framework

**Tier THREE Intervention:**
Student Success Team Referral and Meeting
- MOU violated, OR
- Placement change requested, OR
- Egregious campus, community, or field incident occurs.
- Support Plan developed & student monitored

**Tier TWO Intervention**
- Referral completed ([EDHDsupport@bgsu.edu](mailto:EDHDsupport@bgsu.edu)). Claire forwards to Program Coordinator
- Student meets with Program Coordinator and any relevant parties
- MOU completed and signed with relevant action steps and timeline.
- Program Coordinator emails completed MOU to Claire
- Claire uploads MOU/documentation to Sharepoint
- Program Coordinator informs all parties (CMT, UM, faculty, etc.) and sends copy of MOU

**Tier ONE Intervention**
- Annual review of Fall cohort students by Administrator of R&R, Academic Advisors, and Program Coordinators (Winter Session)
  - GPA
  - Dispositions/Field Evaluations
  - Attendance
  - Eligibility Markers
- Students contacted; those with serious issues meet with Advisor and/or PC.
  - Email, MOU, and/or notation uploaded to SSC and Sharepoint
  - If MOU violated, advance to Tier Two.
Disposition Issues

Any instructor, supervisor, or University Mentor who believes a Teacher Candidate (TC) is not meeting a particular professional standard should report the information via the College of Education and Human Development Dispositions Form. The reporting process includes:

4. Dispositions form is completed, citing general area(s) of concern.
5. Relevant faculty/staff member meets with student to discuss dispositional concerns. The Program Coordinator will be involved with meeting.
   a. Program Coordinator, Assistant Dean of Educator Preparation and Partnerships, and school site must be notified if the concern is field related.
   b. Disposition form is share and signed at meeting.
6. College Memorandum of Understanding (MOU) is created at/immediately after meeting by the Program Coordinator, which specifies student actions required along with timelines.
   a. Student, relevant faculty/staff member, and others must sign MOU, as needed.
   b. A copy with signatures is sent to EDHDsupport@bgsu.edu

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

1) The MOU is violated via actions or missed deadlines.
2) The school requests additional support.
3) The student’s subsequent behavior is egregious.

The SST meeting is initiated by submitting a request at: bit.ly/EDHDSST

At the SST meeting, a plan will be developed and subsequently monitored by the Program Coordinator or an assigned faculty member and SST members. The SST shall review the documentation/information and:

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

TC Appeal Process:

TCs who wish to appeal the SST’s decision must prepare a written appeal and present it to the Director of the School in which the TC is enrolled, as well as to the Associate Dean.
Section VI: Roles, Responsibilities, & Guidelines
Teacher Candidates Expectations

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

• Be mindful of your activity online in social media.

Teacher Candidate Checklist

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

☐ Submit Bureau of Criminal Identification and Investigation (BCI&I) background check (fingerprinting) and FBI results to BGSU by the deadline. You may need to take copies to your school, if documentation is required.

☐ [Link: Review attendance policy] in Handbook. Notify the school, your Classroom Mentor Teacher (CMT), your University Mentor (UM), Program Coordinator, and Office of Educator Preparation and Partnerships of unavoidable tardiness or absence prior to the beginning of the school day. Obtain necessary phone numbers at the start of your professional year.

☐ Provide your UM with an accurate daily teaching schedule. Update regularly. Notify your UM of any changes in your schedule due to field trips, etc.

☐ Work with your CMT to develop a timeline for assuming planning and teaching responsibilities in accordance with the [Link: Co-Teaching Model] provided as a guide in the handbook.

☐ Become acquainted with the school building, the resources available to teachers, and procedures, policies and rules. Review both the district Student/Parent Handbook and the Teacher Handbook.

☐ Ask to be introduced to building level personnel and other teachers.

☐ Submit lesson plans for approval well in advance of implementation, as agreed upon with CMT.

☐ Follow the assigned school regulations regarding calendar, attendance, arrival and departure times as these apply to the regular CMT.

☐ Strictly adhere to the [Link: communication protocol] for problem resolution.

☐ Review/learn existing classroom management plan. Discuss particulars with CMT.

☐ Demonstrate initiative and creativity by suggesting new ideas, resources, and activities for lesson preparation.

☐ Be reflective about your professional practice. Accept and implement constructive criticism.

☐ Attend all staff meetings, parent conferences, and in-service days/activities.

☐ Interact with all members of the school community in a professional and courteous manner.

☐ Demonstrate a willingness to learn and grow as a professional.

☐ Return all teaching materials to your CMT.
Complete items for your edTPA and professional portfolio (as required by program area, Student Teaching Internship Semester only).

Complete student teaching Summary Reflection Form online prior to Monday of exam week or earlier depending on length (in weeks) (Student Teaching Internship Semester only).

Complete University forms for evaluation of Classroom Mentor Teacher (CMT) and University Mentor (UM) online as directed prior to Monday of exam week (Student Teaching Internship Semester only).

Request letters of recommendation and ask to use specific people as references.

Send thank you notes to your CMT, UM, and building administrator.

**Optional Items**

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

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

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

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

3. The UM has special mentoring responsibilities pertaining to the TC. He/she should provide careful orientation for the TC regarding his/her interactions with and responsibility to the collaborating school and the CMT. This can be accomplished by helping the TC to understand:
• Professional expectations in the particular setting.
• The legal responsibility of the Classroom Mentor Teacher (CMT).
• That conferences and discussion sessions are to be expected and welcomed; that suggestions and recommendations by the CMT are supplied for guidance toward improvement of the TC’s professional performance.
• That lesson plans are to be prepared and made available for critique and suggestions prior to their use (at least several days before presentation, or at a time designated by the CMT). **No lesson plans = no teaching.**
• That consultation and discussions with the CMT concerning issues or problems arising from classroom activities should be scheduled on a regular basis.
• That professional conduct as a teacher is expected at all times in all circumstances related to school activities.
• That under no circumstances should the Teacher Candidate (TC) serve in a “substitute teacher” role.

4. The University Mentor (UM) has the responsibility of strictly following the communication protocol for problem solving.
University Mentor Checklist

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

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

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

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

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

**Location**  Bowen-Thompson Student Union
Suite 225
Bowling Green, OH 43403
(419) 372-2356 – Call to schedule an appointment.
[http://hire.bgsu.edu](http://hire.bgsu.edu)

**Contact Information**
careerservices@bgsu.edu
Andrea Gutierrez, Asst. Director, Career Services ([gandrea@bgsu.edu](mailto:gandrea@bgsu.edu))
(419) 372-2480

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

**Registration**
- Complete Student Profile
- Create a resume in Word
- Upload your resume
- Publish your resume

**System Features**
- Publish your resume in several resume books including Education and All Majors
- Search for positions online
- Apply for positions online
- Schedule interviews
# Observation Number ____ of Teacher Candidate

**Teacher Candidate:** ____________________________  **Observer’s Name:** ____________________________  **Lesson Topic:** ____________________________  **Date:** ____________________________

**Observation Notes:**

**Strengths:**

**Recommendations:**

**Goals/Next Steps for Teacher Candidate:**

**Areas for Improvement**
- Timely lesson plans
- Professional dispositions
- Attendance/Punctuality
- Other

<table>
<thead>
<tr>
<th>Domain I: Planning and Preparation</th>
<th>Domain II: Classroom Environment</th>
<th>Domain III: Instruction</th>
<th>Domain IV: Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Demonstrates knowledge of content and pedagogy</td>
<td>___ Creates an environment of respect and rapport</td>
<td>___ Communicates with students</td>
<td>___ Reflects on teaching</td>
</tr>
<tr>
<td>___ Demonstrates knowledge of students</td>
<td>___ Establishes a culture for learning</td>
<td>___ Uses questioning and discussion techniques</td>
<td>___ Maintains accurate records</td>
</tr>
<tr>
<td>___ Sets instructional outcomes</td>
<td>___ Manages classroom procedures</td>
<td>___ Engages students in learning</td>
<td>___ Communicates with families</td>
</tr>
<tr>
<td>___ Demonstrates Knowledge of Resources</td>
<td>___ Manages student behavior</td>
<td>___ Uses assessment in instruction</td>
<td>___ Participates in the professional community</td>
</tr>
<tr>
<td>___ Designs coherent instruction</td>
<td>___ Organizes physical space</td>
<td>___ Demonstrates flexibility and responsiveness</td>
<td>___ Grows and develops professionally</td>
</tr>
<tr>
<td>___ Designs student assessments</td>
<td></td>
<td></td>
<td>___ Shows professionalism</td>
</tr>
</tbody>
</table>

**Rating:**

**Rating:**

**Rating:**

**Rating:**

---

*Use the below ratings for the standards listed:*

1 = Unsatisfactory, 2 = Basic, 3 = Proficient, 4 = Distinguished (should be used sparingly) N/A=Optional/Not Observed
Ohio Standards for the Teaching Profession

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

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

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

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

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

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

7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
   - Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
   - Teachers take responsibility for engaging in continuous, purposeful professional development.
   - Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.
To: Parents & Guardians

Topic: Student Release Form: Educative Teacher Performance Assessment

From: __________________________, Student Teacher, Bowling Green State University
      Dr. Nancy Fordham, Coordinator, edTPA, BGSU

Date:

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

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

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

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

Thank you!
To: Parents, Guardians, Students

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

From: ____________________________, Student Teacher, Bowling Green State University, & Dr. Nancy Fordham, Coordinator, Educative Teacher Performance Assessment, BGSU

Date: ____________________________

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

Student's Full Name: ____________________________
Grade: ____________________________

School: ____________________________
Teacher: ____________________________

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

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

I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Parent’s/Guardian’s Signature: ____________________________
Date: ____________________________

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

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

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

I DO NOT give permission for you to video record me or to reproduce materials that I may produce as part of classroom activities.

Student Signature: ____________________________
Date: ____________________________
### Referral and Disposition Form (Preferred)

**https://edhd.bgsu.edu/egads/disp/form.php**

<table>
<thead>
<tr>
<th>Name of Person Making Referral:</th>
<th>Date of Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number:</td>
<td>Email Address:</td>
</tr>
<tr>
<td>Name of Student:</td>
<td>Student ID#</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Email Address:</td>
</tr>
<tr>
<td>Major:</td>
<td>Program:</td>
</tr>
<tr>
<td>Year:</td>
<td>Has a disposition form been submitted?</td>
</tr>
</tbody>
</table>

1. Reason for referral:

2. Steps taken to remediate concern:

3. Individuals who should be asked to attend the Student Support Team
This completed and signed contract shall serve as an agreement necessary to complete the methods/student teaching internship field experience. All conditions must be successfully met (and maintained) to remain in the field placement and pass the course.

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

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

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

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

Approved 8/25/2015
### Glossary of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTE</td>
<td>Art Education teacher preparation program for grades K-12</td>
</tr>
<tr>
<td>AYA</td>
<td>Adolescent Young Adult teacher preparation program for grades 7-12. Content areas are Language Arts, Mathematics, Sciences, and Social Studies.</td>
</tr>
<tr>
<td>CAEP</td>
<td>Council for the Accreditation of Educator Preparation. Accreditation body that assures the quality and continuous improvement of BGSU’s teacher education program (<a href="http://www.caepnet.org/about/vision-mission-goals">http://www.caepnet.org/about/vision-mission-goals</a>).</td>
</tr>
<tr>
<td>CMT</td>
<td>Classroom Mentor Teacher. PK-12 classroom teacher who is hosting a teacher candidate.</td>
</tr>
<tr>
<td>EDHD</td>
<td>The College of Education and Human Development</td>
</tr>
<tr>
<td>edTPA</td>
<td>Educational Teacher Performance Assessment. Required culminating assignment completed by all teacher candidates during their senior student teaching semester.</td>
</tr>
<tr>
<td>EGADS</td>
<td>see MyEDHD</td>
</tr>
<tr>
<td>ILA</td>
<td>Integrated Language Arts (see AYA)</td>
</tr>
<tr>
<td>IS</td>
<td>Intervention Specialist teacher preparation program for grades K-12 (both mild/moderate and moderate/intensive).</td>
</tr>
<tr>
<td>ISS</td>
<td>Integrated Social Studies (see AYA)</td>
</tr>
<tr>
<td>LM</td>
<td>Lead Mentor. Veteran mentors who provide supervision and support for university mentors as well as build partnerships with P-12 schools in a given region.</td>
</tr>
<tr>
<td>Methods</td>
<td>Teacher Candidates are assigned to a school site, which they visit on a schedule determined by their programs, while simultaneously taking rigorous campus methods classes.</td>
</tr>
<tr>
<td>MCE</td>
<td>Middle Childhood Education teacher preparation program for grades 4-9. Content areas are Language Arts, Mathematics, Sciences, and Social Studies</td>
</tr>
<tr>
<td>MUED</td>
<td>Music Education teacher preparation program for grades K-12</td>
</tr>
<tr>
<td>MyEDHD</td>
<td>The College of Education and Human Development’s data management system. University mentors and classroom mentor teachers can access teacher candidate information and evaluations. This is also where teacher candidates’ attendance is recorded and confirmed.</td>
</tr>
<tr>
<td>ODE</td>
<td>Ohio Department of Education</td>
</tr>
<tr>
<td>ODHE</td>
<td>Ohio Department of Higher Education</td>
</tr>
</tbody>
</table>
OEPP  Office of Educator Preparation and Partnerships. Formerly known as the Office of Field Experiences. Office in the College of Education and Human Development responsible for arranging professional year field placements and supervision as well as associated logistics and record keeping.

OSTP  Ohio Standards for the Teaching Profession. Evaluation forms have embedded the OSTP into the observation/evaluation forms

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

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

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

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

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

ST  Student Teaching Internship/Intern. The Capstone experience for the aspiring teacher is the student teaching internship.

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

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

TI  Teacher Intern, also known as student teacher

TELC  Teacher Education Leadership Council. Representatives from Dean’s office, School Directors, Program Coordinators, Office of Educator Preparation and Partnerships, and Lead Mentors who provide vision and policy for teacher preparation at BGSU.

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

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

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