

**Adolescence-to-Young Adult
&
World Language Education**

**METHODS
HANDBOOK**



Semester One of the Professional Year

**A campus and field-based experience for
Adolescence-to-Young Adult
&
World Language
Education Majors**



**School of Teaching and Learning
College of Education and Human Development
Bowling Green State University**

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DEFINITION OF TERMS

AYA & WL Professional Year	The culminating experience for Undergraduate Adolescence-to-Young Adult Education majors. The professional year involves two semesters in the schools: one semester of Methods Block and one semester of Student Teaching. This handbook focuses on the Methods Block. A separate handbook is required for student teaching.
Student Teacher	A BGSU student who is enrolled in the Adolescence-to-Young Adult Professional Year for the Student Teaching or Internship experience. This student has successfully completed the “methods” portion of the professional year and is now prepared to complete the final step toward teaching by completing a 15-week student teaching experience.
Methods Student	A BGSU student who is enrolled in the Adolescence-to-Young Adult Professional Year for the “Methods Block” experience. This student is enrolled in classes on campus at BGSU and is simultaneously assigned to a field site for both methods and student teaching. Methods students have demonstrated their knowledge of their subject matter by passing the Praxis II or Ohio Assessments for Educators content exams OAEs), as mandated by the Ohio Department of Education. These students also have a minimum of 2.8 grade point average in the major and a minimum of 2.8 grade point average overall.
Teacher Candidate	A BGSU student who is enrolled in the Adolescence-to-Young Adult Professional Year. This is an umbrella term for students in either the Methods Block or Student Teaching.
Classroom Mentor Teacher	A teacher in the public or private schools who has a minimum of three (preferably five) years’ teaching experience and preferably three years in his/her present school setting. The Classroom Mentor Teacher (CMT) collaborates with the University Mentor for supervision of the teacher candidates, as well as the writing of the midterm and final evaluations.
University Mentor	The University Mentor (UM) has a master’s degree, has completed professional development workshops at the University, and has a minimum of five years’ teaching experience. The UM serves as the liaison between the University and the school site. The University Mentor must be involved in the supervision and evaluation of Teacher Candidates placed with Classroom Mentor Teachers and plays a significant role in providing intervention strategies for struggling methods students or student teachers.
Methods Block	The coordinated classes that Methods Students enroll in prior to student teaching. Methods students attend these classes on Mondays, Tuesdays, Thursdays, and Fridays, and are in their assigned school sites (field experience) on Wednesdays. They will be in the schools all week during the fifth or sixth week of the semester, and then again for four or five weeks in late October/November.
PDP	Professional Development Plan; an example is provided in this handbook. The PDP originates during the methods semester and serves as a tool to measure progress during the student teaching semester.

The AYA & World Language Education Professional Year



METHODS BLOCK **Introduction**

THE ADOLESCENCE-TO-YOUNG ADULT & WORLD LANGUAGE PROFESSIONAL YEAR

METHODS BLOCK

Introduction

The Adolescence-to-Young Adult and World Languages (AYA&WL) Professional Year is a capstone experience for Bowling Green State University students preparing to teach at the secondary school level or in K – 12 World Language classrooms. AYA&WL Professional Year participants include individuals majoring in language arts, mathematics, the sciences, social studies, and world language. Its purpose is to provide Teacher Candidates with the opportunity to blend theory with actual classroom practice.

The pre-requisites for participation in the AYA & WL Professional Year include:

1. Attaining junior status;
2. Completing GSW 1120, COMM 1020, EDHD 2010, EDTL 27X0 (2710, 2740, 2750, 2760) or EDTL 2290, EDFI 3030, and EDIS 2310 with a “C” or better;
3. Attaining a BGSU accumulative grade point average of 2.80 or better;
4. Attaining a minimum 2.80 GPA in the major content specialty; and
5. Passing the content exam (s) for the area(s) of specialization (Praxis II or Ohio Assessments for Educators for AYA, and ACTFL WPT and OPI at Advanced Low level for WL)

The AYA&WL Professional Year is comprised of two phases: (1) the semester-long Methods Block followed by (2) a semester-long Student Teaching experience. During the Methods Block, participants are engaged in on-campus course work (Monday, Tuesday, Thursday, Friday) designed to develop a theoretical foundation and a concomitant progressive initiation to teaching. The remaining day each week (Wednesday) will involve students blending theory with practice as they participate in activities in public and private schools. Students will arrive when teachers are expected to arrive and will depart when teachers are permitted to depart.

During the Methods Block, students typically are enrolled in the following courses:

EDTL 4200	Developmental Reading in the Content Areas
EDTL 4670	Computer Utilization in the Classroom - Secondary
EDTL 47X0	Content Methods (Math, Science, Social Studies, or Language Arts)
EDTL 4290	Content Methods (World Language only)
EDTL 4180	Practicum in Secondary Schools
EDFI 4020	Assessment and Evaluation in Education

Additionally, Methods Students are assigned to area schools where they actively participate as part of the professional staff in school and classroom activities, gradually assuming responsibility for planning, implementing, and evaluating instruction in one or two sections. Following the Methods Block, Teacher Candidates immediately enter Student Teaching. No sign-up is required for student teaching. The Field Experiences Office automatically promotes eligible students. Beginning fall 2014, a single handbook will be published to guide methods students, student teachers, CMTs, and UMs through the entire Professional Year of methods and student teaching.

Roles and Responsibilities

The Methods Student (MS)

Teacher Candidates are assigned to schools within a 45-to-50 mile radius of Bowling Green. Each school may have one or more Teacher Candidates from language arts, mathematics, the sciences, social studies and world language. It is strongly recommended that Teacher Candidates obtain professional liability insurance prior to the first day of their experience. This insurance guarantees protection against suits or damages for bodily injury, personal injury, legal claims, libel, slander, etc. arising from professional activities in the assigned school.

Method Students' On-Campus Responsibilities:

- Completing all assignments in acceptable form by the due dates on the course syllabi;
- Attending and participating in all class meetings and seminars;
- Attending the assigned school on the designated days.

Methods Students' Field Site Responsibilities:

- Attending punctually and consistently, *with illness or sudden emergency being the only excused absences*. Methods students should contact both the CMT and UM no later than the beginning of the school day should an absence be necessary; they should have phone numbers on hand and plan for **MAKING UP ALL ABSENCES**;
- Following the CMT's schedule, including classes, study halls, or other supervisory experiences and work periods;
- Dressing and acting in a professional manner at all times; no jeans, hats, distracting jewelry, etc.
- Treating students, faculty and staff with respect;
- Preparing a lesson plan for every lesson to be taught and submitting it to the CMT for review *at least three days prior to the implementation of the lesson*;
- Planning, implementing, and evaluating a two-three week unit of consecutive lessons (10 – 15 lessons over 15 days) in collaboration with the CMT; candidates are to plan more lessons as needed.
- Preparing a Professional Development Plan (PDP) at the end of the Methods Block semester;
- Parking in areas designated for students until parking is assigned;
- Completing only field assignments in the field, not campus assignments (unless field-based);
- Listening and not offering suggestions unless specifically asked;
- Using professional language and maintaining professional demeanor at all times. Voice criticisms ONLY with CMT, UM or AYA & WL Program Coordinator.
- Volunteering to serve as an evaluator, judge, coach, and/or assistant within one's capabilities;
- Avoiding social contact with students from the school outside the school context;
- Not carrying food, drink or chewing gum into the classroom; and
- Learning the school's policies and procedures for teachers and students.

Tips for Methods Students

- Arrive early and stay late. Good teaching takes time and preparation.
- Upon arriving, go directly to the main office to alert the staff that you are in the building. If there is a sign-in sheet, sign in.
- Do not wait until someone tells you what to do—TAKE INITIATIVE! Look for things to do and do them. Always do what you've been asked to do on time.
- Observe and ask questions; you are not expected to know everything.
- Visit the teachers' lounge only when invited, and eat with the students unless invited to the teachers' lunchroom.
- Observe the similarities and differences between what has been suggested in your methods classes and what the teacher is doing. Don't assume that your methods instructor and/or CMT is/are right/wrong. The realization that not all people do things in the same way should be comforting to you. Do ask permission before doing things that are unusual or drastically different from the CMT's established procedures.
- When designing and teaching lessons, remember that:
 - TELLING students is not the same thing as TEACHING students.
 - Good questions require wait time.
 - Flexibility is necessary with even the most carefully planned lesson.
 - The needs of ALL students should be met, including those of the students who have special needs.
 - Not all students will "get it" the first time; patience, persistence, and creativity are necessary on the part of the teacher and the learner.
- 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.
- Before you leave for the day, make sure that you have everything prepared for the next day. You are still responsible for lesson plans and materials when absent due to emergencies.
- Remember that you represent the Adolescence-to-Young Adult Education and World Language Program at Bowling Green State University, and act accordingly.
- Refrain from sharing personal information about students and faculty.

The Classroom Mentor Teacher (CMT) Checklist

- ☐ Review the Methods Block Handbook provided by the teacher candidate.
- ☐ Ask the MS who their University Mentor and EDTL 4180 instructor are. These will be your contact person should you have questions or concerns about campus assignments.
- ☐ Provide the following information to the MS: (a) phone numbers for contacting the Classroom Mentor Teacher and the school office, (b) class rosters and schedules, (c) information regarding students who have special needs, (d) classroom rules and procedures, (e) teacher background and teaching/management styles, (e) background of students, school, and community, and (f) policy manual.
- ☐ Welcome the MS into the classroom, introduce him/her to students, faculty, the principal and other school administrators, and building staff;
- ☐ Advise her/him about the daily schedule, including parking, lunch arrangements, etc., and provide him/her with a work space.
- ☐ Provide the MS with copies of all texts, curriculum guides, handbooks, handouts, etc., provided to either students or teachers at the school;
- ☐ Assist the MS in identifying topics to teach and assign her/him to one or two classes to teach while supervising the MS in the various classroom activities in which s/he is engaged;
- ☐ Remain in the classroom with the MS at all times;
- ☐ Assist/advise the MS in arranging observation of other teachers or administrators to learn more about professional activities and school culture.
- ☐ Require and *review each lesson plan at least three days prior to the beginning of instruction*;
- ☐ Observe lessons formally and/or informally and provide written feedback following each lesson observed;
- ☐ Provide periodic evaluations and written feedback of the MS's performance.
- ☐ Facilitate the four visits of the UM (see the visitation schedule under "Methods Block Schedule").
- ☐ Complete formal midterm and final evaluations (using the forms provided) in a timely manner and share the contents with the MS and the UM; and
- ☐ Assist the MS in developing a PDP at the end of the semester.
- ☐ Contact the University Mentor with questions or concerns. (Ask the MS for this information.) He/she will communicate serious concerns to the EDTL 4180 instructor or the AYA and WL Program Coordinator, as warranted.

The University Mentor (UM) Checklist

- ☐ Serve as a liaison between the University and the school and facilitate paperwork between the two.
- ☐ Attend the Methods Block Orientation as indicated on the methods calendar, during the first week of the semester.
- ☐ Meet with the MS and provide contact information as well as indicate to the MS the best way to contact the UM.
- ☐ Review the *Methods Handbook* provided by the AYA & WL Coordinator.
- ☐ Ask the MS who their EDTL 4180 instructor is. This will be your contact person for asking questions about University policies, assignments, etc.
- ☐ Advise the MS regarding availability for observations, as well as the preferred method for scheduling visits.
- ☐ Coordinate the supervision and evaluation of the MS in various classroom activities in which s/he is engaged;
- ☐ Visit the MS four times over the course of the semester (Introductory visit within the first month, visit for the mid-term by the end of the second month, formal observation by the end of the third month, and final evaluation by the end of the semester. See attached visitation plan under “Methods Block Schedule”).
- ☐ Provide concrete, specific, and timely written and oral feedback following each observation of the MS, keeping clear records.
- ☐ Discuss clearly and specifically the progress of the MS directly with the MS and the CMT.
- ☐ Work cooperatively with the CMT to complete the midterm and final evaluation forms and share the contents with the MS in a timely manner. These are submitted electronically, guided by the UM.
- ☐ Advise the EDTL 4180 instructor of any student who is in danger of failing methods or for whom an intervention plan is needed.
- ☐ Write a thank you note to the CMT.
- ☐ Stop in the principal’s office to express appreciation for hosting a methods student.

University Faculty

University faculty members are responsible for:

- Preparing and distributing course syllabi;
- Providing instruction, evaluation, and oral/written feedback in the on-campus classes;
- Providing guidance and assistance in the development of lesson and unit plans;
- Conferring with EDTL 4180 instructors regarding the progress of the MS;
- Reviewing lesson plans compiled and evaluated during the Methods Block;
- Collaborating with the AYA & WL Program Coordinator in assessing the suitability of the placement; and
- Requiring MSs to complete a PDP (EDTL 4180 instructors only) for the semester.

Office of Research and Field Experience

Faculty and staff in this office are responsible for:

- Assisting with payments, forms, and other needs of the CMTs and UMs;
- Methods placements at the school site;
- Aiding in the selection of the cooperating schools and teachers; and
- Overseeing the placement of MSs in the cooperating schools.

AYA & WL Education Program Coordinator(s)

The AYA & WL Program Coordinator(s) are responsible for:

- Assuming responsibility for the AYA & WL Professional Year;
- Consulting on the placement of Methods Students in cooperating schools;
- Facilitating communication among the faculty, CMTs, and UMs;
- Tracking student evaluation documentation (midterm and final evaluation forms as well as student Professional Development Plans);
- Facilitating monthly AYA & WL faculty/staff meetings;
- Handling, in conjunction with CMTs, University Mentors, and faculty instructors, serious issues related to methods students that may arise in the field placement; and
- Maintaining the integrity of the AYA & WL Education Programs.

Methods Block Schedule

The Methods Block allows MSs to utilize the knowledge, skills, attitudes and values they have developed throughout their academic preparation. Since this is the MS's initial experience with planning, implementing, and evaluating whole-class instruction for an extended time, s/he should be encouraged to consult regularly with University faculty in lesson preparation. The on-campus classes that are part of the Methods Block complement and enhance the in-school experience.

To maximize the benefits of the in-school experience, the following list of recommended activities has been prepared. ***These are only guidelines.*** CMTs should consider the capabilities of the MS when determining which activities should be attempted and when they should be attempted. Based on the MS's initiative and abilities, the CMT may add to or subtract from responsibilities.

MSs follow the BGSU Calendar regarding attendance at the field site. They follow the assigned school's regulations regarding attendance, arrival, and departure times as they apply to the regular classroom teacher. BGSU breaks during fall semester include Labor Day, Fall Break, Veteran's Day, and Thanksgiving.

Early Field Site Visitation: (Optional)

- If the school's & MS's schedules permit, methods students are encouraged (with the Cooperating Teacher's permission) to participate in pre-academic year school meetings/professional development sessions, and to assist the CMT in readying the classroom for the coming semester.

Weeks 1 & 2

- Attend all campus classes and seminars;
- Contact CMT and UM if placement has recently been received;
- Attend Methods Orientation & meet University Mentor;
- Visit field site for a full day on Wednesday during the second week of campus classes;
- Determine ways/means of contacting UM & CMT;
- Clarify CMT's & UM's performance & professional expectations.

Weeks 4 & 5 (Full Week, Full days at Field Site)

- Visit the field site as indicated on the Methods Calendar;
- If not previously obtained, secure and review copies of classroom text(s), student and teacher handbooks, school calendar, and the teacher's schedule;
- Adhere to teacher sign-in/sign-out hours;
- Prepare a seating chart and begin learning students' names;
- Introduce self to & professionally interact with students CMT, other faculty, staff, & administrators;
- Observe the CMT to become familiar with teaching and management styles; assist CMT in any way possible.
- Secure unit topic to teach late October through November; begin initial research/planning.

Weeks 5 - 9 (Campus Classes; Weekly Field Site Visits on Wednesday)

- Learn school policies and procedures for teachers and students;
- Observe CMT & other teachers in building;

- Observe students' academic performance and behavior;
- Grade papers, construct bulletin boards, and assist with other teacher tasks;
- Work with individuals or small groups;
- Teach or co-teach lessons from a teacher-prepared or cooperatively-prepared lesson plan.

Weeks 10 – 14 (Field Site Every Day, All Day)

- Plan and teach a 2- 3 week unit (10+ consecutive days) in at least one, and preferably more, class(es);
- Plan and teach additional lessons as needed to fulfill time in the field experience;
- Continue to work with individuals or small groups;
- Show initiative: think of things to do and ask; don't wait to be asked to do things;
- Evaluate (self-reflect), using a variety of methods, on a minimum of five consecutive lessons in conjunction with the CMT;
- Participate in three-way final evaluation conference with CMT and University Mentor;
- Complete the PDP (Professional Development Plan) for student teaching semester; share with CMT and UM;
- Receive CMT's approval to continue in same classroom for student teaching.
- Obtain unit topic(s) for student teaching semester.

Weeks 15 - 16 (Return to Campus Classes)

- Return to campus classrooms.
- Topics to be examined:
 - The methods field experience
 - Instruction
 - Assessment
 - Classroom management
 - Preparation for the edTPA to be completed during Student Teaching Semester.
- Begin preparing unit(s) to be taught during Student Teaching.

Week 17 (BGSU Final Exam Week)

Suggested Weekly Activities

During the first semester of the AYA & WL Professional Year, the MS must work to structure a pattern of responsibility and dependability by establishing cooperative relationships and developing positive interpersonal and professional communications with students, faculty, and peers.

Interacting with Students

- Directing learning centers or work areas
- Guiding students in developing plays, skits, displays, etc.
- Helping students who were absent from class or who need extra assistance
- Working with small groups or individual projects
- Progress monitoring
- Tutoring individual students
- Administering tests and quizzes to students

Observing Students and Teachers

- Observing and recording specific types of student behaviors
- Visiting other classrooms and observing students in a variety of settings
- Shadowing students

Developing Professionalism

- Displaying consistent attendance, punctuality, respect, and initiative.
- Discussing career plans with teachers
- Attending department, faculty, PTA and staff meetings
- Observing parent/teacher conferences
- Familiarizing self with school policies
- Identifying support personnel available & collaborating with other teachers

Providing Clerical Support

- Grading tests, lessons, workbooks, or other student materials
- Recording grades
- Preparing, duplicating, or obtaining materials for teaching
- Keeping attendance and other records
- Checking supplies
- Checking homework

Preparing Materials for Instruction

- Constructing unit and lesson plans
- Setting up demonstrations
- Creating bulletin boards
- Securing and operating technology equipment
- Preparing visual aids
- Developing bibliographies for units
- Locating and collecting supplementary materials
- Conducting research related to lessons
- Preparing seatwork
- Designing appropriate learning activities for exceptional students

Sharing Professional Duties (May not be performed without direct supervision of school faculty or staff.)

- Serving as hall monitor
- Supervising lunch line or cafeteria, recess, bus loading/unloading, field trips, etc.

AYA & WL Methods Student Visitation Guidelines for University Mentors

Four visits are recommended for each methods student. Conduct additional visits as needed, and send emails to the CMT and to the MS between visits to see how things are going. Stay connected and aware so that problems can be identified early.

VISIT ONE: INTRODUCTION

Duration: 30 minutes with Cooperating Mentor Teacher (CMT) and Methods Student (MS)

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

VISIT TWO: MIDTERM EVALUATION

Duration: 30-40 minutes with the CMT, the MS and you

- Conduct the conference with the MS and the CMT.
- Complete the Midterm Evaluation form electronically and affix all parties' signatures by deadline (see calendar).
- Make 3 copies, one each for the CMT, the MS, and yourself.

VISIT THREE: FORMAL OBSERVATION

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

- Use the open-ended student teacher observation form in the *Handbook*, and speak about as many things as possible in each of the 7 Ohio Standards for the Teaching Profession.
- Have the student sign the observation form at the end of the post-observation conference.
- If the CMT attends the conference, have him/her sign the form as well.
- Make 3 copies, one each for the CMT, the MS, and yourself.
- UM submits any observation notes, etc., to Office of Field Experiences at the end of the semester.
- Schedule the final evaluation conference.

VISIT FOUR: FINAL EVALUATION

Duration: 30-40 minutes with the CMT, the MS and you

- Assist the CMT in finalizing the Final Evaluation form and make copies for the conference.
- Hold a conference between the MS, CMT and you.
- Make sure all parties sign the evaluation.
- Make 3 copies, one each for the CMT, the MS, and yourself.
- File the evaluation electronically on the BGSU website established for this purpose.
- Discuss the coming Student Teaching semester and confirm that everything is set.

Methods Block Evaluation

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

Daily notes and observations may be recorded on the Methods Observation Form available in the Appendix. However, teachers may use other formats for observations: typed or handwritten notes, notebooks, etc. What is critical is that the intern receives regular, consistent feedback. The CMT should communicate both positive comments and clear suggestions for improvement. These should be shared with the intern on a regular basis and serve as a starting point for discussion and reflection. *Notes, both positive and those suggesting improvements, should be saved for documenting behaviors across the semester.*

The Ohio Standards for the Teaching Profession are used to evaluate student teachers. The CMT and the UM will evaluate the Methods Block students at both the midterm and end point of the methods semester, and will also conduct one formal evaluation using the forms aligned with the standards included in this handbook. (Other evaluation forms are provided. They may be used for evaluation purposes; however, UMs and CMTs are not required to submit them to University personnel.)

The CMT and the UM should complete these materials together. Note that evaluations should be completed online at BGSU’s website for Cooperating Teachers. (The University Mentor will facilitate this task.) The methods practicum instructor and the Program Coordinator will further review them. Strengths and recommendations for improvement should be shared with the MS at this time. Please note the dates prescribed on the calendar included in the CMT and UM packets. Some effort is made to make this a floating deadline, in order to accommodate the availability of the UM.

The instructor of each Methods Block course is responsible for notifying the AYA & WL Program Coordinator (419/372-9819) if any MS has not earned a minimum grade of “C” according to the deadlines on the calendar. If an MS is deemed ineligible for Student Teaching, s/he will be notified prior to the start of the Student Teaching semester. UMs will also be notified if a MS is deemed ineligible.

After 16 weeks, the Methods Block will be completed and the MS will enter Student Teaching. It is preferable for each MS to remain with the same CMT for both semesters; however, if it is deemed necessary by the CMT, school, and/or University faculty and staff, a change in the Student Teaching placement may be made.

Please note that all MSs sign a *Methods Block Performance Contract* (Appendix) that is kept on file in the Program Coordinator’s office. MSs are expected to fulfill all aspects of the contract in order to proceed to Student Teaching.

Options for Teacher Candidates Experiencing Difficulties

By the midterm evaluation, any MS having difficulty reaching an acceptable level of overall performance, as measured by the CMT, UM, and/or the building principal, will be counseled by the AYA & WL Program Coordinator. Thus, it is essential that CMTs and UMs are clear as to the MS's strengths/weaknesses on all evaluation forms. Options for struggling students follow:

- A methods student may withdraw from Methods Block with a grade of "W," as determined by the AYA & WL Program Coordinator, and retain the option of re-enrolling in another term at a different location. An intervention period addressing any significant deficiencies, if they are indicated, will be required prior to a second attempt at methods.
- A methods student may be reassigned to another site if s/he has been advised that the lack of progress to date has placed her/him in a marginal position. Such a reassignment may necessitate extended Methods Block time.
- A methods student may withdraw from a program leading to licensure, and complete coursework for a degree in Education that does not include licensure in teaching. This is the "Individualized Studies" option. Discussions must be held with the Assistant/Associate Dean for Student Affairs, the Undergraduate Student Services Office, and the AYA & WL Program Coordinator.
- A methods student may continue in the same placement site, having been advised of the limitations and difficulties, but choosing to remain. If the student fails the Methods Block experiences, the student may repeat the Methods Block experience once in their chosen area.

A final evaluation form (see Appendix) is submitted by the CMT to the UM, who will submit the final evaluations electronically to the Office of Research and Field Experiences.

Extended Methods Block

If the number of classroom hours and days required to meet licensure standards are not reached, additional school-based classroom time must be required of the MS. The MS will receive a grade of "U" until the time the standard has been met. The grade then will be changed to "S" if the experience has been completed successfully.

The AYA & World Language Education Professional Year



POLICIES & PROCEDURES

POLICIES & PROCEDURES

I. PLACEMENT

Methods Block placements are made by the Office of Field Experiences in conjunction with the AYA & WL Program Coordinator, where necessary. Methods Block assignments will be made in the student's major content area. Dual majors may be placed in both areas of licensure. All placement decisions are based on the following factors:

- Eligibility of the student;
- Quality and availability of approved field sites;
- Continuity of the program in terms of compliance with program and state requirements;
- Availability of qualified supervisors, Classroom Mentor Teachers, and University Mentors;
- Availability of approved area sites. Student Teaching is to be done through BGSU at approved sites only; and
- Location of student's high school experience. Students are not to teach in the high school from which they graduated.

There are no appeals if a student does not qualify for Methods Block, although a student may choose to remediate a low content GPA through the Methods Block Eligibility Plan by taking additional approved courses. Students should contact their content area advisors to arrange such a plan. Changes in placements are rarely made. It is the responsibility of the AYA & WL Program Coordinator to determine if a change in placement is warranted. Requests for change must be made to the AYA & WL Program Coordinator prior to the experience or within the first three weeks of the experience. Changes in placement may occur by request of the following:

- MSs may request changes because of problems in the field site;
- The CMT or the UM may request changes because of problems in the field site; or
- Schools may request a change because of problems with the MS.

II. PROFESSIONAL PRACTICES

Substitute Teaching

By Ohio law, MSs cannot be used as substitute teachers in the classroom or in school-sponsored non-teaching activities (ex., cafeteria, study hall). Additionally, ***MSs may not be left alone with sole responsibility for students in a classroom or on school property without the presence of the classroom or other teacher.*** Student teachers may assume full control of the classroom when deemed competent to do so, without the CMT's presence; however, the teacher must remain in the building.

Dress and Grooming

Methods students' dress and grooming must be consistent with the standards established in the assigned school.

Absence

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

- Methods students follow the BGSU semester calendar, including campus holidays, while student teachers follow the district/building calendar.
- Methods students and student teachers may consider weather conditions between home and the field site too dangerous for travel.

Excessive or unfounded absences and/or tardiness are grounds for dismissal from the field site. CMTs encountering such behaviors should alert the intern's UM immediately.

Transportation

MSs are responsible for securing their own transportation to and from field sites.

Outside activities

MSs cannot offer outside activities as an excuse for not performing the functions expected during the Methods Block experience.

Corporal punishment

An MS is not to administer corporal punishment or serve as a witness.

Strikes, boycotts, work stoppages, and riots

The MS must not report for duty or be in or near the assigned school building in the event of strikes, boycotts, work stoppages, or riots.

Sanctions

MSs in a school system that is placed under sanction will be expected to complete their experience in that system. Assignments will not be made in a district that is known to be under sanction.

Felony conviction

A student convicted of a felony will not be eligible for licensure.

Sexual misconduct

A student who is dismissed from a school on the basis of admitted and/or documented evidence of sexual misconduct with pupil(s) at his/her field experience site will have a report of that misconduct become part of his/her permanent record file. Any subsequent field placements will be made only with the full knowledge and consent of the Superintendent of the participating school district and the College Dean. Recommendation for licensure shall remain contingent upon satisfactory completion of all required field experiences, including a minimum of 16 weeks

of Student Teaching and evidence of good moral character as defined by the Ohio Department of Education.

V. CHANGES IN METHODS STUDENTS' STATUS

Dismissal

MSs may be dismissed from a teaching site by the field site school, the AYA & WL Program Coordinator, and/or the Office of Research and Field Experiences. Circumstances under which MSs may be dismissed include:

- Non-adherence to school policy and/or procedures;
- Failure to fulfill MS Performance Contract requirements;
- Failure to meet BGSU program requirements; and/or
- Failure to meet BGSU program performance standards.

If the chief school administrator, the CMT and/or the UM decide that a MS is to be dismissed, the Office of Research and Field Experiences must be contacted as well as the AYA & WL Program Coordinator.

Deferment or Denial

The Dean retains the right to defer or deny a student from the AYA & WL Professional Year Experience. Such a decision is reached in consultation with the Office of Field Experiences and the AYA & WL Program Coordinator.

Withdrawal

MSs may withdraw from the Methods Block and receive a "W," according to the University's Withdrawal Guidelines. Students withdrawing from Methods Block must report to the Office of Field Experiences and the Adolescence to Young Adult Program Coordinator. A grade of "W" will be assigned according to the following timetable:

- Students may formally drop a class until the 12th week of the semester with a grade of "W" by seeing an advisor and completing a "Drop" form.

MSs may appeal beyond the W deadline for a W in Methods Block courses because of documented health problems. If the appeal is approved, the student may repeat the Methods Block in a subsequent term, provided the health problem has been verifiably corrected. An appropriate licensed professional should make verification.

Procedure for status changes

A student who has failed Methods Block must satisfactorily complete an intervention experience before being considered eligible for a final Methods Block experience.

1. The MS is referred to the College's Student Success Team.
2. An intervention contract is developed, based on areas of deficiency identified by the Cooperating Mentor Teacher(s), the University Mentor, and, if appropriate, methods instructors. The form is to be signed by the MS and all parties concerned.

3. The methods student and Program Coordinator each receive a copy of the contract.
4. The AYA &/or WL Program Coordinator arranges the intervention for the student.
5. The student completes the intervention under the direction of the AYA &/or WL Program Coordinator. The length of time for the intervention is determined by the Program Coordinator and varies with each student's needs.
6. The MS is not eligible for re-taking the Methods Block for the second and final time until the intervention has been successfully completed.
7. Upon successful completion of the intervention, the AYA &/or WL Program Coordinator alerts the Office of Research and Field Experiences, authorizing the eligibility of the student for a final Methods Block experience.

OHIO REVISED CODE

The Ohio Revised Code §3319.31 authorizes the State Board of Education to deny a license, limit, suspend, or revoke a teaching license. This authority is granted for a specific list of crimes, including both misdemeanors and felonies. All crimes that must be reported on an application for licensure are:

1. All felonies, whether State or Federal.
2. Any offense of §2907.04, Corruption of a Minor.
3. Any offense of § 2907.06, Sexual Imposition.
4. Any offense of § 2907.07(A) or (C), Importuning
5. Any offense of violence as defined in § 2901.01, both felonies and misdemeanors, including aggravated murder, murder, voluntary manslaughter, involuntary manslaughter, felonious assault, aggravated assault, assault (both misdemeanor or felony), felonious sexual penetration, aggravated menacing, kidnapping, abduction, extortion, rape, sexual battery, aggravated arson, menacing, arson, disrupting public services, vandalism, aggravated robbery, robbery, aggravated burglary, burglary, aggravated riot, riot, inducing panic, domestic violence, intimidation, escape, aiding escape or resisting authority, illegal conveyance or possession of a deadly weapon or dangerous ordnance on school property, having weapons while under disability.
6. Any theft offense as defined in § 2913.01, both felonies and misdemeanors, including: aggravated robbery, robbery, aggravated burglary, burglary, breaking and entering, safe cracking, tampering with coin machine, unauthorized use of vehicle, theft (misdemeanor or felony), passing bad checks, unauthorized use of property, misuse of credit card, forgery, criminal simulation, making or using slugs, medical fraud, defrauding a livery or hostelry, tampering with records, security writings by deception, impersonating an officer, defrauding creditors, insurance fraud, receiving stolen property, denying access to computer, cheating, corrupting sports, theft in office.
7. Any offense, both felonies and misdemeanors, other than a minor misdemeanor, including: theft of drugs, corrupting another with drugs, trafficking drugs, drug abuse, possession of a drug abuse instrument, permitting drug abuse, deception to obtain dangerous drugs, illegal processing of drug documents, using harmful intoxicants, illegal dispensing of drug samples, offenses involving counterfeit controlled substances.
8. Any similar municipal ordinance or statute from another state.

DUI is not a reportable offense under §3319.31. **HOWEVER**, if the DUI offense was coupled with another crime (e.g., vehicular homicide or possession of drugs), it may become a reportable offense.

The AYA & World Language Education Professional Year



APPENDIX: FORMS for the METHODS SEMESTER

Methods Block Performance Contract

Student: _____ **Teaching Area:** World Math Science Social Language
Language Studies Arts

Semester of Methods: _____ **Semester of Student Teaching:** _____

This completed and signed form shall serve as an agreement between the Bowling Green State University Adolescent to Young Adult & World Language Education Program Methods Block Student above and the Bowling Green State University Adolescent to Young Adult & World Language Education Program.

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

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

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

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

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

Student

Date

Program Coordinator

Date

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
BOWLING GREEN STATE UNIVERSITY

RELEASE AGREEMENT

I understand that a Teacher Candidate from the College of Education and Human Development is video taping his/her performance in a classroom in which my child, _____, is participating. I authorize you to use my child's voice or likenesses in this program, film, or tape.

This program will be used for the improvement of teacher education and/or for general educational broadcast of non-commercial media use. I expect no monetary compensation from this agreement unless specific written agreements for such compensation are attached hereto at the time of this agreement. I further release Bowling Green State University from any responsibility of liability for the foregoing.

Signature of Parent or Guardian

Address

Date

Teacher Candidate: _____ Date/Time of Observation: _____

Activity Observed: _____

Standard 1: Student Learning and Development		Suggestions
Notes/Comments:		
Standard 2: Content Knowledge		Suggestions
Notes/Comments:		
Standard 3: Assessment		Suggestions
Notes/Comments:		

Standard 4: Effective Instruction	Suggestions
Notes/Comments:	
Standard 5: Learning Environment	Suggestions
Notes/Comments:	
Standard 6&7: Collaboration & Professionalism	Suggestions
Notes/Comments:	

Teacher Candidate: _____ Date: _____

University Mentor: _____ Date: _____

Classroom Mentor Teacher: _____ Date: _____

Collaborative Log

Adapted from Ohio Department of Education

Teacher Candidate: _____

Mentor: _____

Grade Level/Subject Area: _____

Date: _____

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

☐ Instruction/Management

☐ Modeling Lesson

☐ Observing Veteran teacher

☐ Planning Lesson

☐ Pre/post Observation Meeting

☐ Professional Goal Setting

☐ Using Technology

☐ Other

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

What's Working

Current Focus – Challenges-Concerns

Teacher Candidate's Next Steps

Mentor's Next Steps

Teacher Candidate: _____

Major: _____

University Mentor: _____

School Building: _____

Classroom Mentor Teacher: _____

CMT Phone Number: _____

Teacher Candidate Professional Skills & Dispositions	Below Expectations	Meets Expectations
<i>Human Relations Skills</i> Demonstrates rapport with students (interacts appropriately) Demonstrates rapport with faculty, staff, and administrators (interacts appropriately) Shows appropriate respect for students, faculty, staff and administrators regardless of race, gender or exceptionality	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<i>Professionalism</i> Punctuality (arrives when teachers do, leaves when teachers do) Attends regularly Dresses professionally and appropriately in the context of the school setting Exhibits acceptable teacher standards and behaviors Exhibits positive attitudes toward teaching as a profession	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<i>Work Habits</i> Demonstrates self-initiative and independence Shows a pattern of responsibility and dependability Takes initiative Cooperates and collaborates with classroom mentor teacher and other personnel Accepts constructive criticism	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<i>Oral and Written Communication Skills</i> Articulates and uses standard English (or appropriate second language) Organizes and clearly expresses ideas Uses standard grammar, mechanics and spelling in written communication Uses language consistent with contextual communication events Communicates effectively with students, parents, school and university personnel	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Areas of relative strength:		
Areas for additional growth this semester:		

We recommend that the Teacher Candidate: ☐ Continue in this placement ☐ Not continue in this placement
☐ I would like to talk to the AYA/WL Program Coordinator. Contact me at: _____

Teacher Candidate: _____

Date: _____

University Mentor: _____

Date: _____

Classroom Mentor Teacher: _____

Date: _____

Ohio Standards for the Teaching Profession

Teacher Candidate: Below you will see the standards by which you will be evaluated throughout methods and into student teaching. Throughout the semester, you should be addressing these standards in the curriculum you design and implement.

Standard 1: Student Learning and Development	
1	The student teacher understands student learning and development and respects diversity of the students they teach
1.1	Displays knowledge of how students learn and of the developmental characteristics of age groups.
1.2	Understands what students know and are able to do and uses this knowledge to meet the needs of all students.
1.3	Expects that all students will achieve to their full potential.
1.4	Models respect for students' diverse cultures, language skills and experiences.
1.5	Recognizes characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.
Standard 2: Content Knowledge	
2	The student teacher knows and understands the content area for which they have instructional responsibility.
2.1	Knows the content they teach and uses knowledge of content-area concepts, assumptions and skills to plan instruction.
2.2	Understands and uses content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
2.3	Understands school and district curriculum priorities and the Ohio academic content standards.
2.4	Understands the relationship of knowledge within the discipline to other content areas.
2.5	Connects content to relevant life experiences and career opportunities.
Standard 3: Assessment	
3	The student teacher understands and uses varied assessments to inform instruction, evaluate and ensure student learning.
3.1	Knowledgeable about assessment types, their purposes and the data they generate.
3.2	Selects, develops and uses a variety of diagnostic, formative and summative assessments.
3.3	Analyzes data to monitor student progress and learning, and to plan, differentiate and modify instruction.
3.4	Collaborates and communicates student progress with students, parents and colleagues.
3.5	Involves learners in self-assessment and goal setting to address gaps between performance and potential.

Standard 4: Effective Instruction	
4	The student teacher plans and delivers effective instruction that advances the learning of each individual student.
4.1	Aligns their instructional goals and activities with school and district priorities and Ohio's academic content standards.
4.2	Uses information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
4.3	Communicates clear learning goals and explicitly links learning activities to those defined goals.
4.4	Applies knowledge of how students think and learn to instructional design and delivery.
4.5	Differentiates instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
4.6	Creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers.
4.7	Uses resources effectively, including technology, to enhance student learning.
Standard 5: Learning Environment	
5	The student teacher creates learning environments that promote high levels of learning and achievement for all students.
5.1	Treats all students fairly and establishes an environment that is respectful, supportive and caring.
5.2	Creates an environment that is physically and emotionally safe.
5.3	Motivates students to work productively and assume responsibility for their own learning.
5.4	Creates learning situations in which students work independently, collaboratively and/or as a whole class.
5.5	Maintains an environment that is conducive to learning for all students.
Standard 6: Collaboration	
6	The student teacher collaborates and communicates with students, parents, other educators, administrators and the community to support student learning.
6.1	Communicates clearly and effectively.
6.2	Shares responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
6.3	Collaborates effectively with other teachers, administrators and school and district staff.
6.4	Collaborates effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.
Standard 7: Professional Responsibility and Growth	
7	The student teacher assumes responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
7.1	Understands, upholds, and follows professional ethics, policies and legal codes of professional conduct.
7.2	Takes responsibility for engaging in continuous, purposeful professional development.
7.3	Is an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement.

Teacher Candidate: _____

Major: _____

University Mentor: _____

School Building: _____

Classroom Mentor Teacher: _____

CMT Phone Number: _____

Standard 1: Student Learning and Development	Expectations																											
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Areas of relative strength:																									
Areas for additional growth this semester:																									

We recommend that the Teacher Candidate: ☐ Continue in this placement ☐ Not continue in this placement
 Teacher Candidate: _____ Date: _____
 University Mentor: _____ Date: _____
 Classroom Mentor Teacher: _____ Date: _____

Professional Development Plan

The Professional Development Plan is again constructed upon the Ohio Standards for the Teaching Profession. Careful self-evaluation of professional growth is essential to the reflective teacher. Through self-examination, the Methods Students can begin to identify strengths and weaknesses. The teacher can then develop long-term and short-term goals and objectives — a Professional Development Plan (PDP) which reflects both strengths and areas of need. The goals and objectives may be reached during the present semester or may require several semesters.

Personal Assessment

Personal assessment should include an inner evaluation with respect to the following categories: students, content, assessment, instruction, learning environment, collaboration and communication, and professional responsibility and growth.

Goals

Once the personal assessment has been completed, the Teacher Candidate is ready to establish goals that will guide development as a professional educator. The goals or objectives should reflect the strengths and respond to the areas of need. The objective or goals listed in this section should provide direction for the Methods Student during the semester for which the plan is written. Some goals or objectives cannot be achieved immediately, but rather are long term. These goals may require two or more semesters and may require a variety of activities or experiences.

Activities or Experiences

Progress toward achieving stated goals requires a plan of action. In this section, the Teacher Candidate should describe those activities or experiences that will be undertaken to assist in achieving the stated goals or objectives.

Assessment Plan

Regular monitoring or assessing is necessary to determine whether or not the goals have been achieved. Further, regularly monitoring or assessing allows one to determine to what degree goals or objectives have been achieved. The achievement of goals can be assessed in a variety of ways. The course instructor and CMT may offer suggestions of assessment strategies. The PDP will be written at the end of the Methods Block semester with the assistance of the CMT and the UM.

Ohio Standards for the Teaching Profession Professional Development Plan

Instructions: Complete this entire form (all columns) in pen or preferably typed, during the last weeks of methods. Be prepared to use this document during the final evaluation in methods, in preparation for student teaching. It should serve to help you set goals for student teaching.

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

Standard 2: Content

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

Elements:	Strengths	Areas of Improvement	Ways and Means to Improve
2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions, and skills to plan instruction.			
2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.			
2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.			
2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.			
2.5 Teachers connect content to relevant life experiences and career opportunities.			

Standard 3: Assessment

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

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

Standard 4: Instruction

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

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

Standard 5: Learning Environment

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

Elements:	Strengths	Areas of Improvement	Ways and Means to Improve
5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive, and caring.			
5.2 Teachers create an environment that is physically and emotionally safe.			
5.3 Teachers motivate students to work productively and assume responsibility for their own learning.			
5.4 Teachers create learning situations in which students work independently, collaboratively, and/or as a whole class.			
5.5 Teachers maintain an environment that is conducive to learning for all students.			

Standard 6: Collaboration & Communication

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

Elements:	Strengths	Areas of Improvement	Ways and Means to Improve
6.1 Teachers communicate clearly and effectively.			
6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.			
6.3 Teachers collaborate effectively with other teachers, administrators, and school and district staff.			
6.4 Teachers collaborate effectively with local community and community agencies, when and where appropriate, to promote a positive environment for student learning.			

Standard 7: Professional Responsibility & Growth

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

Elements:	Strengths	Areas of Improvement	Ways and Means to Improve
7.1 Teachers understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.			
7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.			
7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements, and student achievement.			

Professional Development Plan Signatures

Student Signature _____ **Date** _____

CMT Signature _____ **Date** _____

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

