



**MOUNT ST. JOSEPH
UNIVERSITY**

**Department of
Undergraduate Education**

Student Handbook

2018-19

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Refer to the School of Education MyMount website for the latest information

Communications at Mount St. Joseph University (MSJ)

Once admitted and enrolled, the student has access to MyMount, which is an online location for your university announcements, calendars, e-mail account, academic schedules, departmental directory, and a wide range of important institutional resources.

Sign up for MountSafe, the system of emergency notification for closures and delays, by going to MyMount>Administrative Services>MountSafe.

Please check your MSJ e-mail on a daily basis! MSJ email will be used for all communications between staff and students.

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Introduction

This handbook is intended as a supplement to the MSJ Undergraduate Catalog and Student Handbook, which can be accessed at: <http://registrar.MSJU.edu/undergraduate-catalog> and http://www.MSJU.edu/view/student-life/student-services/student-handbook_2.aspx respectively. Please refer to the MSJ Undergraduate Catalog for important information about University level policies and procedures, program requirements, and course descriptions. As an integral part of the Mount St. Joseph University, the School of Education endorses all University policies and procedures. Students are expected to carefully read the MSJ Student Undergraduate Handbook and the current catalog and make themselves aware of all policies that pertain to them and their schooling.

The School of Education at Mount St. Joseph University responds to the needs of a diverse student population through the relevance of its concentrations and offers a variety of courses designed for three distinct purposes: obtaining a Bachelor of Arts in Education degree, securing Ohio state licensure in specific teaching fields, and providing professional staff development opportunities. This handbook contains information that is critical to successfully earning the B.A. in Education from Mount St. Joseph University and licensure from the Ohio Department of Education.

SECTION I

General Information, Policies and Procedures

The Mount St. Joseph University Mission Statement

Mount St. Joseph University is a Catholic academic community grounded in the spiritual values and vision of its founders, the Sisters of Charity. The university educates its students through interdisciplinary liberal arts and professional curricula emphasizing values, integrity and social responsibility.

Members of the MSJ community embrace:

- excellence in academic endeavors;
- the integration of life and learning;
- respect and concern for all persons;
- diversity of cultures and beliefs;
- service to others.

School of Education Mission Statement

The School of Education prepares highly qualified, collaborative, caring, and reflective educators who uphold the tradition of social responsibility, academic excellence, and ethical leadership of the Sisters of Charity of Cincinnati.

The focus of the School of Education is to produce teachers who know their subject matter well, are skilled in pedagogy, are nurturing and supportive of their students while holding them to high academic standards, and are reflective practitioners engaged in professional growth and lifelong learning. Since the School of Education's programs meet licensure requirements of the Ohio Department of Education and the Ohio Department of Higher Education, the faculty also claim that the candidates are qualified. In carrying out this charge, the School of Education has committed to the following core values which support both MSJ's and the School of Education's mission statements.

School of Education Core Values

1. We promote critical thinking and reflective practices.
2. We teach students to have respect for themselves and others through collaboration and service.
3. We encourage students to participate in professional development and scholarship.
4. We value and model ethical conduct.
5. We value a knowledge and appreciation of diversity by requiring a variety of experiences.

School of Education Candidate Competencies

The School of Education has developed the following five teacher competencies describing the knowledge, skills, and dispositions that each teacher candidate will have upon completion of any licensure program.

1. **Content Knowledge** - The candidate articulates accurate subject matter and applies that knowledge in planning and presenting lessons aligned with content standards.
2. **Learner Characteristics** - The candidate incorporates knowledge of how students learn and how diverse experiences affect learning when planning and presenting lessons aligned with content standards.
3. **Instructional Strategies** - The candidate applies a variety of scientifically-based, data-driven instructional strategies based on learning goals, assesses student's progress toward these goals, and differentiates instruction based on students' needs and assessment results.
4. **Learning Environment** - The candidate creates and manages a learning environment that encourages active, engaged learning and respect for others.
5. **Professional Responsibilities** - The candidate engages in reflective practice, promotes collaboration among peers, families, and communities, and takes on opportunities for professional development.

Licensure Programs

State Licensure Requirements

Whenever changes in Ohio Standards for the Teaching Profession and Licensure are recommended by the Ohio Department of Education and the Ohio Department of Higher Education, and passed into law by the Ohio State Legislature, requirements will necessarily be altered to comply with current standards and regulations. The programs listed in this catalog meet the most current Ohio Department of Education standards, at the time of publication. Students should work closely with their advisor to stay abreast of current requirements.

The majors available at MSJ that offer licensure are:

- Early Childhood Education (Pre-K-3)
- Special Education Intervention Specialist (mild/moderate special needs grades K-12)
- Dual Licensure in Early Childhood Education (Pre-K-3) and Special Education Intervention Specialist (mild/moderate special needs grades K-12) *beginning fall semester 2019-2020*
- Middle Childhood Education (grades 4-9 in two subject/content areas)
- Adolescent to Young Adult Education (grades 7-12 in one content area/major)
- Multi-age Education (grades K-12 in art or music)

Student Teaching Requirements

Student Teaching is a major component in every licensure program. To be eligible for student teaching, the candidate must:

1. Earn a grade of "C" or higher in all courses required for licensure and a grade of "B" or higher for courses corresponding to practicum (methods courses), with no more than two graded attempts.
2. Apply by the posted deadline.
3. Maintain a 2.8 cumulative GPA on a 4.0 scale.
4. Verify CPR and first aid certification.
5. Complete all required field clinical experience hours.
6. Obtain advisor's approval.
7. Meet fingerprinting/background check requirements.
8. Pass all required Ohio Assessment for Educators exams.
9. Meet Professional Performance Standards as defined by the School of Education in the following areas: rapport, reliability, and responsibility.

Non-Licensure Program

The School of Education offers one program that does not lead to a teaching license. That program is:

- Educational Studies (working in settings related to education, but not as licensed teachers in K-12)

Admission to the School of Education

The following are requirements for admission into the School of Education Licensure Programs:

1. Completion and submission of the application for admission packet.
2. Letter of interest/goal statement
3. Recommendation letters (1 - education faculty, and 1 - liberal arts faculty [2 letters for Middle Childhood]).
4. Minimum completion of 28 credit hours in introductory courses in major and Liberal Arts pre-requisites.
5. Minimum GPA of 2.8 with a "C" or better in all licensure dependent courses. Educational Studies majors must have a GPA of 2.0.
6. An official, active (current) criminal background report is required and must be submitted to Jennie Cunningham, c/o Director of Clinical Experiences, Mount St. Joseph University.
7. Transfer students must successfully complete one semester of full-time coursework at Mount St. Joseph University and have at least sophomore standing.

Note: The following background checks are required, prior to field placements associated with education programs.

An active (current) background check must be completed and submitted to the Director of Clinical Experiences, Mount St. Joseph University, School of Education prior to field placements as indicated below. Background checks are active (current) for a 12-month period/365 days from the date the background check was completed.

Service Learning: Current BCI (as required by community partner), Current FBI (required only if you have lived outside of Ohio within the past 5 years)

Practicum: Current BCI (required), Current FBI (required only if you have lived outside of Ohio within the past 5 years, or if the placement school requires it)

Student Teaching: Current BCI and FBI (both are required)

School of Education Admission Application Procedures

1. The Dean of the School of Education reviews all admission applications when completed. Only completed applications are considered.
2. Students will receive a letter from the Dean to notify them of acceptance or denial.
3. Students who believe they have met all admission criteria, yet were denied admission into the School of Education, may appeal. Appeal for admission must be submitted within ten working days from the date of the letter. Appeals must be in writing and addressed to the Dean. The student's academic record, application packet and decision letter will be reviewed by a panel of no fewer than 3 full-time faculty members, to be appointed by the Dean. This panel will determine whether or not to grant admission. A written appeal must include the following:
 - a. A statement indicating that admission requirements were met.
 - b. A recommendation for admission from the Education faculty advisor.

Students not yet accepted into the School of Education may enroll in introductory coursework in their education programs. Education coursework at the 300 level and above requires official approval from the Dean. Students may pick up an application for admission packet in the School of Education office.

Advising

Once a student declares a major in the School of Education, the student is assigned an advisor. Advising is an on-going process, in which a student meets with a faculty advisor on a regular basis to assure successful progression through the program. It is a shared responsibility between the student and advisor, as defined below. If at any point the student fails to meet expectations for academic performance and professional conduct, please see the section on "counseling and disciplinary action" for an overview of the process for addressing this.

Advisor Responsibilities	Student Responsibilities
<ul style="list-style-type: none">• Guide the student in development of a degree completion plan and to monitor the academic progress toward completion of the degree.• Assist the student in making a realistic self-appraisal of academic potential in choosing an academic program of study.• Be a source of information to help the student choose courses that will move them toward established goals.• Be a source of referral to services provided for students on campus.• Remain current and knowledgeable with all University curriculum, academic policies and procedures.• Meet with the student prior to each registration period to discuss course options and to update the student file.	<ul style="list-style-type: none">• Establish academic goals and formulate a plan to achieve those goals.• Know the requirements for your academic program as well as for the core curriculum.• Be aware of important dates, policies, and procedures as outlined in the University catalog, Student Handbook, and <i>Schedule of Classes</i>. (Know how to find on the web).• Initiate appointments with the advisor prior to registration and come prepared with a tentative schedule to support academic goals.• Be an active learner by participating fully in the advising experience, asking questions, clarifying personal values, goals, interests and abilities• Inform the advisor of any changes to the schedule that deviate from the schedule agreed upon at the time of registration clearance.• Meet with the advisor to complete the graduation application and final audit.

Progress Through the Program

Successful progression through the program involves completion of coursework, fieldwork, and professional development through demonstration of relevant conduct, membership in a professional organization, attendance at a conference, and First Aid and CPR certifications. Specific requirements vary by program and are identified on the "program advisement sheet" which is provided by the student's advisor. General requirements, which are applicable to all programs, are explained in this section.

Coursework

Required coursework is designed to provide: 1) a liberal arts education; 2) foundational knowledge in the field of teaching; and 3) knowledge and skills for earning a license in a specific area of teaching. Regardless of program or major, all students must complete the designated number of credit hours in liberal arts courses for earning the MSJ baccalaureate degree. See the MSJ catalog for approved courses. To earn a major in education, all students must take the designated "core" courses and license specific courses. Courses that are required for earning the teaching license must be passed with a grade of "C" or higher ("B" or higher for methods courses). The program sheet provides a guide for completing all of these courses in an appropriate sequence. Following this course sequence is critical to building knowledge and progressing through the program in a timely manner.

A full listing of courses, by program, can be found in the MSJ Undergraduate Catalog.

Fieldwork

Experience in the actual school setting is provided, gradually, throughout the program. Introductory coursework is designed to provide service learning opportunities in which the student gains perspective and familiarity, with the field of education. Once the student gains foundational knowledge, the curriculum involves "practicum" courses designed to guide the development of teaching competency in the classroom and other school settings. Each licensure program culminates in the "student teaching" experience which requires taking primary responsibility for a classroom, with mentoring from an experienced teacher. Candidates are required to complete their fieldwork in a range of settings (i.e. public, private, suburban and urban).

Below is a list of criteria necessary for gaining approval to take practicum courses and student teaching. Section II of this handbook provides a detailed guide for successful completion of the experiences.

Approval for Practicum. Candidates will complete practicum courses within their program, as a means of developing practical skills and knowledge with intensive guidance and modeling from an experienced teacher. Practicum requirements range from 50-120 field hours per semester and must be taken concurrently with a methods course. The Director of Clinical Experiences assigns placements. Practicum courses require admission to the School of Education. Candidates are required to attend their assigned class a minimum of 1-2 times per week *throughout the semester*. Approval for practicum experiences requires undergraduate candidates to have:

1. A grade of “C” or higher in all licensure courses; “B” or higher for methods courses.
2. Active (current) Ohio background check (BCI). Active (current) FBI background check is required if the candidate has not resided in Ohio for the past 5 years, or if the placement school requires it. An active (current) background check must be submitted to the Director of Clinical Experience, Mount St. Joseph University, School of Education prior to practicum placement. Background checks are active for a 12-month period/365 days from the date the check was completed.
3. Tuberculosis tests and current immunizations are also required by most districts.

Approval for Student Teaching. At the conclusion of the program, candidates are required to student teach for 12-15 weeks (see advisement sheet for program specific requirements) on a daily basis at a public or private school. Candidates must apply and be accepted into the student teaching experience by the advisor. The Director of Clinical Experiences assigns the placement. Approval for student teaching requires undergraduate teacher candidates to:

1. Earn a grade of "C" or higher in all courses required for licensure and a grade of "B" or higher for courses corresponding to practicum (methods courses), with no more than two graded attempts.
2. Apply by the posted deadline.
3. Maintain a 2.8 cumulative GPA on a 4.0 scale.
4. Document certification in First Aid/AED/CPR is required. Part of this training may be online, BUT it must have a clinical component where a trainer/instructor certifies correct application of technique.
5. Complete all required field clinical experience hours.
6. Obtain advisor’s approval.
7. Meet finger-printing/background check requirements.
8. Pass all required Ohio Assessment for Educators exams.
9. Meet Professional Performance Standards as defined by the School of Education in the following areas: rapport, reliability, and responsibility.
10. Document attendance at one local or state/regional/national professional conference.
11. Document membership in a professional organization.

Professional Conduct and Development

The School of Education promotes the development of professional conduct and active involvement in the broader profession.

Professional Disposition and Conduct. In the process of admissions, coursework and fieldwork, the student is expected to adhere to the following dispositions of the teaching profession:

- Is an effective communicator
- Takes constructive criticism and feedback and uses it for improvement
- Establishes a good rapport with students, colleagues, supervisors, mentors, and professors
- Is enthusiastic about one's academic and clinical work
- Is ethical in all academic and professional interactions
- Is a caring individual who values and believes in others
- Persists in academic, professional, and clinical endeavors
- Cooperates with others
- Is mature in demeanor and in interactions with others
- Takes responsibility for actions and endeavors
- Shows initiative
- Is confident in one's abilities

An emphasis is placed on rapport, reliability and responsibility, with specific positive and negative examples provided in the chart below.

	Rapport	Reliability	Responsibility
Positive Examples	Constructively responds to comments or questions made by a peer or by the instructor.	Attends class and/or practicum on a regular basis	Assignments and papers are turned in on time.
Negative Examples	Criticizes ideas without regard for the feelings of others.	Fails to contribute to group projects.	Fails to come to class/course prepared.

Students will receive guidance regarding these expectations and their performance throughout the program. If a student's disposition and/or conduct does not meet expectations, a faculty member will request a meeting with the student and use the "Professional Performance" report to identify the concern and an agreed upon strategy for addressing it. This report will be reviewed by the Dean and placed in the student's file. If the student receives more than two of these reports, or if one occurrence is of particular concern, his/her advisor will form a review panel with at least two additional faculty members to determine the need for further action, which may include dismissal from the program.

Organizational Membership. A student must join one professional organization of his/her choosing and maintain the membership through student teaching. Professional organizations must be approved by the student's academic advisors. A list of approved professional organizations will be available on the MyMount website (MyMount>Mount Community>Education Licensure Students and Majors>Professional Development). Undergraduate students also need to document attendance of at least one local, state, regional, or national professional conference prior to student teaching. Professional membership and conference opportunities will be publicized regularly by education faculty in advising sessions and in major courses, and by the School of Education as relevant.

Technical Standards

Please see pages 41-44 for Technical Standards and Signature Page.

Counseling and Disciplinary Action

When a student's performance or behavior is less than should be demonstrated at a given point in the program, faculty will provide counseling regarding corrective actions. This process should be progressive, unless the seriousness of a particular occurrence warrants evaluation of the student's status in the program. Progressive counseling will begin with individual meetings and the use of the "Professional Performance" report. If the student receives more than two of these reports from more than one instructor, or if one occurrence is of particular concern, his/her advisor will form a review panel with at least two additional faculty members to determine appropriate action. If deficiencies are not satisfactorily addressed, according to the plan developed, the candidate may be counseled out of the program.

Recommendation for Program Completion and Licensure

In order to complete the undergraduate program and apply for the Ohio teaching license, candidates must have the following:

1. Completed required coursework, fieldwork (e.g. practicum and student teaching) and professional development requirements (e.g. membership in a professional organization, attendance at one professional conference).
2. Receive passing scores on the DICE form.
3. Receive passing scores on edTPA entries.
4. Earn the Baccalaureate degree.
5. Pass all state of Ohio approved tests required for specific licensure.
6. Complete application for Ohio licensure, including active BCI and FBI background checks.

Students formally apply for graduation through the Registrar's Office. The degree application must be on file by April 15 for December graduation, September 15 for May graduation, and November 15 for August graduation. Students applying for graduation after the application deadline date will be charged a late fee. There is a graduation fee assessed for all students. The graduation fee is a one-time charge with payment applied to the actual degree granting date (provided the fee rate remains the same).

Access to Education Licensure forms in MyMount

The Education Licensure page in MyMount provides the most current forms, documents, program sheets, and other information needed by School of Education students. To access this information, students are required to join the Education Licensure group by following these instructions:

How to join the **Education Licensure Students and Majors** Group in the **Mount Community** on **MyMount**

1. **Log on to MyMount** at <https://mymount.MSJU.edu>
2. Click on the **Mount Community** tab across top of the page
3. Under Academic Majors and Programs (first section on the webpage), click on **Education Licensure Students and Majors**.
4. In the left-hand column, click **Join Group**; click on **Join Now** button.
5. You now will be able to go back to the Mount Community tab, click on Education Licensure Student and Majors, and then view forms, handbooks, upcoming conference information, approved professional organizations, and assessment test information down the left-hand side of the page.

DICE (Dispositional, Instructional, Content-Specific Evaluation)

Once a candidate becomes a teacher, the state uses the OHIO TEACHER EVALUATION SYSTEM (OTES) to evaluate your performance as a teacher throughout your career. This evaluation along with Student Growth Measures will determine your final performance rating each time you are evaluated.

From the State of Ohio, the Ohio Standards for the Teaching Profession provide the foundation of the Ohio Teacher Evaluation System (OTES):

https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Rev_TeachingProfession_aug10.pdf.aspx

To prepare candidates for professional evaluation, the faculty, with input from teachers and community stakeholders, have developed the DICE evaluation form that consists of summary sheets and a detailed rubric based on the Ohio Standards for the Teaching Profession and standards from the various specialized professional associations (SPAs). DICE forms for each program may be found on **MyMount>Mount Community>Education Licensure Students and Majors>Clinical Experience Forms**.

The DICE form will be used for all of your practicum and student teaching field experiences by your Mentor Teacher and your University Supervisor. Observations of your teaching will take place and will be followed up with consultations and written feedback to increase and refine the knowledge, skills, and dispositions needed for the profession. Documentation for the consultations

and observations will be done using the DICE forms. Students will process the post-observation conferences with entries placed on a Reflection Log form (also found on MyMount).

Academic Honesty

All students must adhere to the University's Academic Honesty policy. Please refer to the following website for detailed information: <http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/academic-honesty/>.

Accommodations

Students with documented disabilities are encouraged to speak to course faculty at the beginning of the semester. In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more of such major life activities as walking, seeing, hearing, or learning. Students with disabilities should contact Meghann Littrell, Director of Academic Support, at 244-4524, to present documentation and develop individualized accommodation plans (Meghann.Littrell@msj.edu or The Learning Center, Room 156 Seton). Additional information can be found at <http://www.msj.edu/view/academics/disability-services.aspx>.

SECTION II

Practicum and Student Teaching: Guidelines, Policies and Procedures

For Students Seeking Licensure

Professional Conduct

As explained in Section I of this Student Handbook, the School of Education promotes the development of professional conduct and active involvement in the broader profession. The expectations for professional conduct are of significant importance during the practicum and student teaching experiences, given responsibility for directly working with children. The following are expectations specifically related to fieldwork:

1. Adhere to all the policies of the cooperating school. The student is required to comply with all applicable policies, procedures and regulations of the school/district and the Code of Ethics of the Ohio Department of Education. This includes, but not limited to, protecting the confidentiality of teacher/student information or images appropriate to the environment of the school/district.
2. The student is responsible for demonstrating professional conduct as defined by the Ohio Teacher Standards and the aligned practicum and student teaching rubrics. An emphasis will be placed on demonstrating respect and encouragement of academic success for all K-12 students involved in the practicum or student teaching experience.
3. Regular attendance and participation as arranged with the mentor teacher are essential. Candidates are expected to attend and participate in all required activities. Absences for any reason other than personal illness and/or emergencies are considered unexcused absences and will significantly affect the final grade. In the event of an unavoidable absence, the candidate is required to contact his/her mentor teacher, university supervisor and Director of Clinical Experiences as far in advance as possible. Candidates are responsible for arranging to make up missing time with the university supervisor and cooperating teacher. More than two (2) occurrences of absence, and/or excessive tardiness, and/or leaving early may result in removal from the field assignment.
4. Candidates enrolled in practicum must attend their assigned school for a minimum of 1-2 times per week for the entire semester. Failure to comply may result in failure in the course. If this occurs, the candidate will be required to re-enroll in order to continue in the program.
5. When teaching in the schools, candidates are expected to dress and act professionally. Professional attire is mandatory.
6. Candidates are expected to model appropriate language usage, spelling, mechanics, and handwriting in the classroom.
7. Candidates will adhere to the university's academic honesty policy as outlined in the Mount St. Joseph University catalog.
8. Practicum students and student teachers requiring lesson plan development must present the university supervisor and cooperating teacher with a copy of the lesson prior to teaching. Candidates will be instructed on format by the instructor of the methods course. The university supervisor will critique the plan and the lesson.

9. The student teacher is expected to maintain appropriate interpersonal relationships with the mentor teacher and university supervisor.
10. Candidates enrolled in clinical experiences must complete all documentation as outlined in related course syllabi.

Practicum: Roles and Responsibilities and Timeline

	Director of Clinical Exp. (DOCE)	Student	Instructor	Supervisor	Mentor
<i>By the end of week 3</i>	<p>Visits Practicum class</p> <p>Verify that student has made contact with both the supervisor and mentor</p>	<p>Contact mentor & supervisor</p> <p>Conduct classroom observations</p> <p>Abide by syllabus and deadlines for assignments (throughout the entire practicum)</p>	<p>Inform DOCE of any enrollment changes</p>	<p>Receive all documents for observations from DOCE</p>	<p>Receive all documents for observations from DOCE</p> <p>Return stipend forms to Jennie Cunningham, in provided Mount envelope or scan and email</p> <p>Notify student of 2 lessons and/or date to teach and be observed.</p>
<i>By the end of week 6</i>	<p>Students that have not reported to placements or have not notified supervisor and mentor of teaching dates will be pulled</p>	<p>Observe classroom/support mentor teacher's instruction</p> <p>Mutually arrange with supervisor 2 dates to be observed</p> <p>Provide Lesson Plan at least 24 hours prior to observation to mentor/supervisor</p> <p>Follow up on any issues to report to DOCE on placement, mentor, or supervisor</p>	<p>File any Professional Performance Reports that are needed</p>		<p>Conduct #1 mentor observation (If no lesson plan was submitted, no observation can occur)</p>

	Director of Clinical Exp. (DOCE)	Student	Instructor	Supervisor	Mentor
<i>By the end of week 9</i>	Pull any student with more than one Professional Performance Report from practicum	Provide lesson plan at least 24 hours prior to observation to supervisor/ mentor Continue practicum hours and assist mentor teacher as needed	File any Professional Performance Reports that are needed	Conduct #1 supervisor Observation; File any Professional Performance Reports that are needed	Return stipend forms to Jennie Cunningham, in provided Mount envelope or via email, if not already done File any Professional Performance Reports that are needed
<i>By the end of week 12</i>	Review any student concerns and any late Professional Performance Reports	Provide Lesson Plan at least 24 hours prior to observation to mentor/supervisor Continue practicum hours and assist mentor teacher as needed	Review any student concerns and any late Professional Performance Reports		Conduct #2 mentor observation (If no lesson plan was submitted, no observation can occur)
<i>By the end of week 15</i>		Submit all completed reflection logs, observed lesson plans, observations and log of hours to Instructor Continue practicum hours and assist mentor teacher as needed Finish all practicum hours	Collect reflection log, lesson plans, observations, log of hours	Conduct #2 supervisor observation; submit payment forms to Jennie Cunningham (email or mail)	

Student Teaching and Licensure Requirements

Student teaching is a cooperative endeavor between the school system and the teacher preparation institution, with the school providing the authentic environment in which the student teacher can synthesize theory and practice. *Please refer to Section I for requirements for approval to student teach.* This is the culminating clinical experience in the Teacher Education Program. This all day experience continues for a specified number of weeks as determined by the university teacher education program and state licensure requirements.

Initial Teacher Licensure in Ohio. Ohio House Bill 1, passed in July 2009, mandated a new licensure system for teachers in Ohio that included a Resident Educator license effective by January 2011. A four-year Resident Educator program of support and mentoring for new teachers will provide Ohio educators just entering the profession with quality mentoring and guidance essential for a long and flourishing career. Successful completion of the residency program and passage of the Resident Educator Summative Assessment (RESA) will be required to qualify for a five-year professional educator license. For detailed information, see the following ODE website: <http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program> .

Orientation to the Classroom and Schedule

The student teacher is expected to gain understanding of expectations of his/her particular classroom through initial observation of the mentor teacher. In order for **observation to become a learning experience, it must be an active rather than a passive situation.** Observation becomes active when the student teacher has information about the pupils and some knowledge of the mentor teacher's plans and goals, both long-range and immediate. The student teacher must be helped to observe **not only WHAT the mentor teacher does** but also **WHY he/she does it.** It is helpful to the student teacher when the mentor teacher points out specific techniques to be observed such as, "Notice what I do to gain pupil attention," and, "How I make the transitions in this lesson."

Although a student teacher's actual teaching responsibilities will begin gradually, **it is extremely important that he/she begins interacting with the pupils from the first day he/she is in the classroom.** The student teacher should take the initiative to ask the mentor teacher how he/she can participate and/or suggest responsibilities that can be undertaken immediately. Some initial suggested activities are listed below.

- Taking attendance.
- Distributing and collecting materials.
- Getting equipment ready.
- Reading a story or sharing an experience with the class.
- Helping individual students with intervention/extension activities.
- Writing necessary material on the white/chalkboard, overhead or on chart paper.
- Correcting papers in order to evaluate samples of students' work.
- Leading discussion in current events or sharing.

Since the teacher candidate is a STUDENT of teaching, he/she must look to the mentor teacher frequently for mentoring. A student should be inducted into the teaching process gradually. The ability and readiness of the student teacher are to be prime factors in determining how quickly he/she will assume teaching responsibilities. A suggested timeline to aid the mentor teacher and student teacher in planning is provided below. It is important for both parties to plan the phase-in process together. **A copy of the student teacher's individual timeline is to be submitted to his/her university supervisor for approval by the end of the second week of the student teaching placement.**

Suggested timeframe for phasing in and out of student teaching:

One 15-Week Placement

1st-2nd Weeks -**Observe** teaching techniques and familiarize oneself with students and class routines.

-**Participate** in mentor teacher planned, brief teaching activities, e.g., small group, etc.

-**Get acquainted with** instructional resources and materials; begin to plan for teaching the first class.

3rd Week -**Assume responsibility** for planning and teaching one to two classes each day; work with individual students and assist teacher.

4th Week -**Get involved with** extracurricular activities. Assume responsibility for teaching more classes each day.

-**Gradually assume** major portion of instructional responsibility.

5th-12th Weeks-**Assume complete teaching responsibility.**

13th-14th Weeks-**Begin phasing out;** mentor teacher gradually resumes full teaching responsibility.

15th Week -**Continue to phase out;** observe total school program; complete final evaluation form. Student teachers should never be completely phased out of classroom instruction. Each student teacher should be teaching one or two classes each day of the last week.

One 12-Week Placement

- 1st Week* - **Observe** teaching techniques and familiarize oneself with students and class routines.
Participate in mentor teacher planned, brief teaching activities, e.g., small group, etc.
Get acquainted with instructional resources and materials; begin to plan for teaching the first class.
- 2nd Week* - **Assume responsibility** for planning and teaching one to two classes each day; work with individual students and assist teacher.
- 3rd-5th Weeks* - **Get involved with** extracurricular activities. Assume responsibility for teaching more classes each day.
Gradually assume major portion of instructional responsibility.
- 6th-10th Weeks* - **Assume complete teaching responsibility.**
- 11th Week* - **Begin phasing out;** mentor teacher gradually resumes full teaching responsibility.
- 12th Week* - **Continue to phase out;** observe total school program; complete final evaluation form. Student teachers should never be completely phased out of classroom instruction. Each student teacher should be teaching one or two classes each day of the last week.

Two placements:

First 8-Week Placement

- 1st Week* - **Observe** teaching techniques and familiarize oneself with students and class routines.
Participate in mentor teacher planned, brief teaching activities, e.g., small group.
Get acquainted with instructional resources and materials; begin to plan for teaching the first class. Examine and begin participating in extracurricular specialty-oriented activities.
- 2nd Week* - **Assume responsibility** for planning and teaching one class each day; work with individual students and assist teacher.
- 3rd Week* - **Assume responsibility** for planning and teaching a second class each day continue to work with individuals and groups.
- 4th Week* - **Assume responsibility** for 3 or 4 classes each day teaching more classes.

5-6th Week - **Assume complete teaching responsibility.**

7th Week - **Begin phasing out;** mentor teacher gradually resumes full teaching responsibility. Each student teacher should be teaching one or two classes each day of the last week.

8th Week - **Continue to phase out;** observe total school program; complete final evaluation form. Student teachers should never be completely phased out of classroom instruction. Each student teacher should be teaching one or two classes each day of the last week.

7-Week Placements follow the 8-Week Placement Plan as above.

*Eight-Week Placements are followed by a seven-week placement with another teacher. Seven-Week Placements should follow the above schedule with the exception that phasing out will begin toward the end of the seventh week.

Assignments (See the Student Teaching Course Syllabus for all assignments)

*edTPA – portfolio of teaching performance

*DICE Evaluation

*Lesson Plans are to be placed in a notebook and always available in the classroom for co-operating teacher and university supervisor. Student teachers will demonstrate an ability to plan units as well as daily lessons. All student teachers **MUST** present a written lesson plan using the Mount St. Joseph University plan for *every* lesson observed by university supervisors and/or mentor teachers and for every lesson used for edTPA. These should be submitted to the university supervisor or mentor 24-48 hours in advance. A reflection log entry must be completed for every observed lesson.

Rule of Thumb

The readiness and ability of the student teacher will be the prime factor in determining an actual timeframe. The mentor teacher and/or university supervisor will make the appropriate adjustments in this timeframe. Full days of observation by the students, if any, should be limited to one- two days at beginning and end of a student teaching placement. Student teachers should be actively engaged in the classroom and actively supporting student learning during this time.

STUDENT TEACHING TIMELINE PLAN

SUBMIT PLAN TO UNIVERSITY SUPERVISOR BY THE END OF THE SECOND WEEK
OF STUDENT TEACHING

STUDENT TEACHER _____ MENTOR TEACHER _____

SCHOOL _____ GRADE _____

TOTAL NUMBER OF WEEKS STUDENT TEACHING _____ DATES _____ - _____
(Please attach copy of Daily Schedule for Mentor Teacher)

WEEKS/DATES

RESPONSIBILITIES

1. WEEK OF _____

2. WEEK OF _____

3. WEEK OF _____

4. WEEK OF _____

5. WEEK OF _____

6. WEEK OF _____

7 WEEK OF _____

8. WEEK OF _____

WEEKS/DATES

RESPONSIBILITIES

9. WEEK OF _____

10. WEEK OF _____

11. WEEK OF _____

12. WEEK OF _____

13. WEEK OF _____

14. WEEK OF _____

15. WEEK OF _____

Lesson Plans and Procedures

The School of Education of Mount St. Joseph University supports the concept that teachers must plan in order to be effective in the classroom. The student teacher must plan with the mentor teacher as he/she has the final authority over classroom activities and the responsibility to assure appropriate instruction for all students. The following procedure is suggested:

1. In the beginning, **lesson plans** must be submitted to the mentor teacher at **least one to two days before they are to be taught**. This allows time for clarification and revision, if necessary.
2. The lesson plans should be of sufficient detail to allow the mentor teacher and university supervisor to evaluate them and to allow the student teacher to use them with confidence. Lesson plans may vary in length depending upon the lesson being taught and/or the experience of the student teacher. During the first four weeks of the student teaching experience, the student is expected to complete more detailed plans. After that time, he/she may use an abbreviated form that is acceptable to both the mentor teacher and university supervisor using the district's formatting. **However, the full lesson plan format must always be used for formal observations by mentor or supervisor, or if the lesson is part of the edTPA entries.**
3. The form to be used for lesson plan reporting should incorporate the university core lesson plan and be adjusted to fit the needs of the class, as worked out by the mentor teacher and student teacher. This form is the model to be used by student teachers until the 4th week of student teaching. Permission from university supervisor and co-operating teacher must be secured to use a different lesson plan form after the first four weeks.
4. A copy of lesson plans for all instruction, planned and carried out by the student teacher during the first four weeks of student teaching, is to be available to the university supervisor on a weekly basis and placed in a notebook within the classroom for the duration of the student teaching assignment. Lesson plans are to be available to the university supervisor as he/she visits for observations.
5. Lesson plans for the classes observed by the university supervisor must be provided at the time of visitation. The text, if used, and/or appropriate handouts should also be provided to the supervisor.
6. The reflective self-evaluation section of the core lesson plan is provided for the student teacher to evaluate his/her own performance after teaching the lesson. The purpose of reflection is not to correct a lesson that has been taught but rather to reflect upon use of alternatives for future teaching and/or to reinforce particularly effective teaching used in the lesson. REFLECTION MUST BE PART OF EACH LESSON AFTER TEACHING HAS OCCURED. The Reflection Log form must be used for this purpose.
7. Student teachers will be given the opportunity to plan and design a learning segment according to edTPA instructions. Mentor teachers and university supervisors may help guide student teachers through the planning process and the selection of a learning segment. The completed learning segment will be used as a summative assessment of the student teacher, using the edTPA rubrics.

8. It is essential that student teachers understand the relationship between linking lesson plans, to the Common Core State Standards/course of study (Ohio Learning Standards), pupil performance objectives, assessments for objectives and subsequent intervention or extension activities to student achievement and performance.

Assessment and Evaluation

Evaluation can be a demanding and difficult process in any learning situation, including student teaching. Evaluation should begin as soon as the student teacher arrives and continue until he/she leaves. Early detection and discussion of the student teacher's deficiencies is the key to remediation. Having daily conferences is the best way to develop mutual understanding and foster a sense of trust between the mentor teacher and the student teacher. During this period written lesson plans can be approved and feedback given to the student teacher regarding the teaching observed that day by the mentor teacher. This stage of evaluation is known as the formative stage of evaluation because it is growth producing.

It is expected that the mentor teacher and student teacher will arrange for a weekly conference that will more specifically allow time for suggestions and recommendations concerning future teaching by the student teacher. The student teacher may wish to set specific goals for the coming week, based on evaluative feedback from the mentor teacher. Goal setting is the beginning for effective change and professional development and growth.

Some mentor teachers hesitate to offer comments on a student teacher's work for fear of causing conflict. The student teacher moves into the student teaching experience full of anxiety and fears; however he/she does expect that the mentor teacher will offer the constructive suggestions needed to overcome these fears. Many mentor teachers try to allay these anxieties by glossing over shortcomings; therefore, an accurate analysis of the student teacher's performance is not shared with the student teacher. Student teachers expect constructive criticism and often express anxiety and feelings of neglect when these suggestions are not given. The student teacher should be guided to analyze his/her strengths and weaknesses. It is important to review and focus conference objectives on the School of Education five teacher competencies, as student teachers are expected to demonstrate proficiency in these areas through student teaching.

Overall, a mentor teacher needs to remember that the student teacher is not an experienced teacher, but a STUDENT teacher; that there is an obligation to be fair and honest in our reporting, and that injustice is done to the student and the profession when deficiencies are glossed over.

Observations and Final Report Procedures. The mentor teacher, university supervisor, and student teacher will hold regular and frequent conferences to assess strengths and challenges or concerns using the DICE form and Reflection Log. Each written report is to be discussed with the student teacher and is to contain descriptive material relating to the student teacher's strengths and areas needing improvement. Student teachers are encouraged to write goals that address those areas where the need for improvement is noted.

At the conclusion of the student teaching experience, the mentor teacher and university supervisor will conduct final conferences and will generate separate DICE forms, which should reflect areas previously addressed in formative conferences. The final score issued is a summary of all previous observations, is related and linked to the candidate competencies, and will have all notes contained within the DICE form. The final report is important as it provides student teacher evaluation data, is part of a student teacher's credential file and maybe used for job interviews, screenings and employment placement. School districts are more interested in how student teachers performed during the student teaching placement than knowing about other facets of the teaching education program.

The student teacher submits all DICE forms and Reflection Logs to the Director of Clinical Experiences no later than one week after the completion of a student teaching assignment. On the basis of the final results of DICE forms, the edTPA entries and other completed assignments, the student teacher will receive a Pass or Fail grade for their student teaching experience.

Evaluation Policy. If at any point in the formative evaluation process, the student teacher is not performing at an overall acceptable level, as deemed by the mentor teacher and/or university supervisor, the Director of Clinical Experiences must be notified. This should occur within 48 hours of determination. The following are possible actions to be taken.

1. Continuation in the present placement having been advised of his/her lack of progress to date. An extension of the student teaching term also may be recommended to enable the student to successfully complete this experience.
2. **Withdraw from student teaching with a grade of WF or WP as determined by the university supervisor and University timeframes. The student may opt to register for student teaching in another semester.**
3. **Placement in another school due to his/her marginal position to date. An extension of the student teaching time may be necessary to accommodate this change.**
4. **Withdrawal from the program.**

Policy for Repeating or Extending student teaching. If the required standards for licensure are not reached and/or satisfactory completion of student teaching is not demonstrated, an extension of the student teaching experience may be required. Extension of student teaching will be determined by the Director of Clinical Experiences in consultation with the student's university supervisor and approval of the Dean and Undergraduate Chair.

If the student teacher fails student teaching, she/he may repeat student teaching **once** in the same licensure or certification area. The Director of Clinical Experiences in consultation with the university supervisor and the Undergraduate Education Chair will determine whether the student prior to repeating student teaching in a given area needs to gain additional coursework or experience.

Self-evaluation by student teachers. The student teaching experience calls for constant reflection and assessment by the student teacher.

Methods of self-evaluation and daily reflection may include:

1. **Daily conferencing** with the mentor teacher after a lesson is taught or at the end of the day. Student teachers should take the initiative for conferencing.
2. **Video recording** classroom session. Student teachers may also want to video or audio record several more lessons for their own reflection and/or for their teaching portfolio. The edTPA assignment will use this form of reflection.
3. Keeping a **weekly journal** that is intended to help the student teacher take a critical look at some significant moments that occurred during the week. How one feels is just as important as describing the event of the week. Journal writing should be at least a thirty (30) minute activity each week.
4. **Weekly Reflections** to the university supervisor help to clarify perspectives and focus attention on central issues or problems that the student teacher may want feedback on from his/her supervisor.
5. Administering some form of **student-rating instrument**, which is designed to meet needs of student teachers taught to assess learning within the classroom.
6. **Assessing oneself** on daily lessons (using the university evaluation forms in the appendix) and discussing accomplishments and concerns with both the mentor teacher and university supervisor.
7. **Reviewing journal entries and self-evaluation sections** of lesson plans during the placement and at the conclusion of the student teaching experience provides student teachers an excellent opportunity to witness their own growth in teacher competency.

Student Teaching: Roles and Responsibilities

Student Teacher Responsibilities

1. Schedule and visit assigned school, spending at least ½ day within each placement with each mentor teacher. Attempt to meet the principal in advance of the beginning date for the student teaching experience.
2. Follow the complete calendar of the school/district to which you have been assigned, **not the University calendar**, unless of course, a university course is taken with student teaching.
3. Observe and follow the arrival and dismissal times as established by the school district for its regular teaching staff while also following the lead of your mentor teacher's daily schedule, including any assigned duties such as lunch, bus, or playground supervision. **Student teachers may not make their own arrangements to deviate from the schedule of their assigned school and schedule of their mentor teacher.**
4. Assume full responsibility for each class and all duties as negotiated/assigned by the mentor teacher. Unless you are in a co-teaching placement, you do not have to teach “full-time” for a number of days in the current educational climate as the mentor teacher is responsible for the performance of their students. You are a colleague and must negotiate your roles and place within the classroom.
5. Be present each day when school is in session, throughout the entire 12- or 15-week student teaching period. (See policies for absence from school.)
6. Complete all assignments or requirements, such as the administering of tests, prompt grading, correcting, and reporting of student work, filing of timely records/reports, and all other routine business of the classroom or school.
7. Prepare long-range unit(s) and daily lesson plans which must be submitted to the mentor teacher for approval in advance of being taught. Compile a 3-ring binder of all lesson plans approved by mentor teacher or university supervisor. These lesson plans are to be available at all times and kept in the classroom for review.
8. Submit a copy of the Daily Class Schedule reflecting the mentor teacher’s classroom schedule and utilize the Student Teaching Timeline Plan to plan student teaching experience. Copies of both of these are helpful and should be provided to the **university supervisor** by the end of the **second week** of student teaching.
9. Adhere to all the policies of the host school and district.
10. Participate actively and fully in the life of the school, by attending faculty meetings, parent-conference meetings, in-service days, open houses, professional development activities and other such after-school sponsored events.
11. Arrange formative evaluation conferences, video assessment date, and final evaluation conferences with the mentor teacher and university supervisor. Student teachers are responsible for making **timely** arrangements for these conferences using a personal calendar keeping track of all such events.
12. Report punctually and participate actively in student teaching orientations, seminars, and any other officially called on-campus student teaching meetings.
13. Please see pages 41-44 for **Technical Standards and Signature Page**.

The inclusion of a Student Teacher into a classroom setting and suggested process:

A gradual introduction to teaching activities, during the first week, is a recommended process to introduce a student teacher into a classroom setting. The student teacher should start with limited responsibilities and classes, which gradually increase until the student teacher is moving towards taking full responsibility for direct teaching for negotiated parts of the day. Student teachers are expected to shoulder much of the responsibility of direct teaching for an extended period of time within their placements. If the mentor teacher should decide during this period that he/she cannot leave the classroom, then it is suggested that the student teacher take the lead on instruction and management of the classroom with the mentor teacher assisting the student teacher. This schedule is left to the discretion of the mentor teacher and negotiated by the student teacher. Direct teaching is defined as teaching in which the student teacher has the primary responsibility for planning, executing, and evaluating student learning experiences. (Using the Planning Tool Timeframe is helpful in planning transitions, assignments, and dates.)

The student teacher should be involved in all teacher-related activities such as supervising playground, lunchroom or study periods, assessment or grading of student work, attending meetings and conferring with parents, record keeping, extracurricular activities, working with other specialists in the school, getting acquainted with the physical community served by the school, observing the mentor teacher and other team teachers or subject area.

The mentor teacher should help the student teacher plan his/her time so that the student teacher will have after-school experiences with faculty meetings, professional development, and extracurricular activities. Such experiences may be limited by other university obligations but too many "outside" responsibilities send the message to the mentor teacher that the student teacher does not regard student teaching as his/her major responsibility.

From the first day, the student teacher should **observe the day-to-day organization** in the classroom:

- a. Seating arrangement (How does this facilitate instruction and assist students to learn?)
- b. Distribution of books and materials (Is system efficient and considers the needs of all the students?)
- c. Collecting of papers (System established and how does this save time and make the classroom efficient?)
- d. Physical comfort of pupils (How is this accomplished and how does this contribute to student learning?)
- e. Procedures for checking attendance (Routines are established for a reason; how is this handled?)
- f. Procedures regarding daily announcements (How are these interruptions handled and made part of the learning atmosphere and environment?)
- g. Bulletin board assignments, arrangements, etc. (How is student work selected and what does it represent?)

Observing the mentor teacher conducting classes, the student teacher should find it helpful to note the following:

- a. The aims and objectives of the course {cf. to Content Standards} (How communicated to learners?)
- b. Objectives of the day's lessons {cf. to pupil performance objectives} (Valid and accurate-how known?)
- c. The initiating of assignments (How does the mentor teacher set the stage for these extensions?)
- d. The presentation of materials (Do materials support and encourage instruction?)
- e. Specific techniques used in instruction (What techniques are used?)
- f. Use of chalkboard and other visual aids (How are these made part of the lesson and extend student learning?)
- g. Assessment and evaluation procedures employed (How is authentic assessment planned and used: pre, during, and post?)
- h. Provision for individual differences (Differentiated instruction planned and helps all learners?)
- i. Scheduling and timing (Is the classroom schedule appropriate for students and their needs? How could this be strengthened?)
- j. Transition from one class to the next (How are the students prepared and readied for transitions and how accomplished?)
- k. Direction giving (How does the mentor teacher assure that all students understand what they are to do?)

Observing the mentor teacher, the student teacher will profit by awareness of these points:

- a. Respect for the pupils (How is this established and maintained within the classroom?)
- b. Respect of the pupils toward the teacher (What evidence does one see of this in the classroom?)
- c. Encouragement of good group relationships among the pupils (How is this established and maintained?)
- d. Cooperation with administration (Why important?)
- e. Cooperation with other teachers and specialists (Why important?)
- f. Respect for school policies (Why important?)
- g. Involvement in extracurricular and committee meetings and/or collegial planning (Why important?)

Expected Forms from the Student Teacher

The **REFLECTION LOG form** summarizes the feedback given to the student teacher. During the post-observation conference, the student teacher should note the strengths, weaknesses, changes, and next steps after every lesson observed.

Conferencing for Observations:

The student teacher will consult the mentor teacher on all matters of importance and will acquaint or discuss with him/her with any major difficulties or problems that may arise. **The student teacher will take the initiative in setting up regular daily conference times with the mentor teacher. Following each visit made by the university supervisor, the student teacher must likewise accept the responsibility for arranging a follow-up conference with the university supervisor.**

- It is expected that the student teacher will take the initiative and set the stage for each post conference with either the mentor teacher or the university supervisor.
- The student teacher will take suggestions and specific feedback for each observed lesson and place the conference notes on the **Reflection Log** in writing so that everyone knows strengths and improvements that are expected from each observed lesson.
- The student teacher will meet on a regular basis with the mentor teacher and have collegial conversations about the specific lesson and the strengths and needs for each observed lesson.

The same process should be followed with the student teacher taking the lead in the student-led conference with his/her university supervisor.

Notes on the Reflection Logs are to be kept in the student teacher's 3-ring binder with lesson plans and other student teaching materials, and will be submitted at the end of the student teaching experience with the mentor teacher and university supervisor's **DICE forms**.

Mentor Teacher Responsibilities

The mentor teacher is the key person in the education of a pre-service teacher. The relationship between the university faculty and mentor teacher is a prime example of the partnership, which is essential in the preparation of teachers for the future.

The mentor teacher has all the duties of a regular classroom teacher in addition to duties as a facilitator of and for student teaching. The mentor teacher has the responsibility for the daily guidance of the student teacher and for helping the mentee assure a satisfying learning experience for the student teacher.

The student teacher, as an assistant or pre-professional teacher, has certain temporary delegated responsibilities. He/she must direct learning procedures during the student teaching period, **but the level of accomplishment in the class and the progress of the pupils are the responsibility of the mentor teacher** who must, therefore, continue teaching the pupils by guiding the student teacher in their decisions.

Experience has shown the effective mentor teacher to be one who is committed to the profession, displays a contagious enthusiasm for teaching; is adept in his/her dealings with colleagues; has a painstaking thoroughness in planning; models good communication skills with colleagues and students; demonstrates an overall effectiveness as a classroom teacher. In addition to these qualities, the mentor teacher must have (1) state certification/licensure, (2) a minimum of three years of successful teaching experience in the subject matter in which he/she is the mentor teacher, and (3) the recommendation of the principal and/or school district.

Responsibilities

1. Participate, if possible, in the orientation held by the Director of Clinical Experiences for the purpose of understanding the student teaching program.
2. Become thoroughly acquainted with the background of the student teacher.
3. Create a harmonious, healthy working relationship with the student teacher being the “critical friend” or colleague.
4. Establish a professional, supportive, and caring relationship with the student teacher.
5. Orient the student teacher to the school and personnel, and acquainting him/her with school policies by providing schedules, handbooks, and other related materials.
6. Acquaint the student teacher with the needs of the students he/she is to teach, the curriculum patterns, assessment practices and requirements, and the various methods and techniques to be used in teaching.
7. Give the student teacher the opportunity to assist with grading and evaluation procedures for pupils, data collection, and charting as appropriate.
8. Provide a gradual induction into the student teaching experience both in teaching and in school activities.
9. Be the content area specialist, who evaluates what the student teacher presents in order to be sure it is accurate, appropriate, and current for all students.
10. Check the student teacher's daily lesson plans to monitor her/his understanding of presented curriculum.
11. Demonstrate techniques which best match the varied learning styles of the students.
12. Allow the student teacher to test methods and strategies learned in university courses and help the student teacher to assess the effectiveness of methods and strategies.
13. Introduce the student teacher to opportunities for school experiences outside the classroom: arrangements could be made for the student to learn about the community background, to observe other teachers, to supervise playground or cafeteria, and to become acquainted with media services, developmental programs, psychological services offered at the school, and outside agencies that work with the schools.
14. Provide informal daily conferences and formal weekly conferences to help the student teacher arrive at an accurate assessment of his/her progress and an understanding of the curriculum patterns and knowledge of various approaches needed for effective instruction. Such

conferences should include discussion of classroom management and ways to evaluate the learner's growth and progress. Mentor teachers will use the DICE Form or a scripted note to list the strengths and needs for each lesson that is observed. The student teacher will use the information from these conferences and complete the Reflection Log after each observation by the mentor or university supervisor.

15. Communicate with the university supervisor regarding the student teacher's progress at each opportunity or via e-mail as needed.
16. Keep records and prepare written observations of daily taught lessons leading to the DICE Form final score relative to the student teacher's progress and potential as a teacher.
17. Assist the student teacher in analyzing his/her performance through critiquing the videotape assessment.

Observation of the Student Teacher

It is important that the mentor teacher leave the room for selected periods of time to allow the student teacher to be in charge of the classroom for a designated period of time. Therefore, when the mentor teacher feels the student teacher is ready to be left alone, then leave him/her occasionally. At the same time, it is of critical importance that the mentor teacher observes, critiques, and discusses with the student teacher his/her progress on a regular basis. There is no requirement for a student teacher to be alone in charge of a classroom for any set number of days in our current educational climate.

The planned time of "full-time teaching" by the student teacher is not a time for the student teacher to be left totally alone to "sink or swim." Although one may leave the classroom at various times, it is necessary that constant supervision and oversight is maintained to observe his/her teaching. Written comments noted while he/she is teaching will serve as a basis for conferencing. Ultimately, the mentor teacher is responsible for what happens in their classrooms.

Expected Forms from the mentor teacher

- The **DICE form** summarizes the progress of the student teacher and rates her/him at the end of the student teaching experience for the time in the classroom and school setting.

University Supervisor Responsibilities

The **University Supervisor** has academic preparation appropriate to the supervisory assignment and assumes responsibility for supervising the student teaching experience. Responsibilities include:

1. Participates in the orientation with mentor teachers and student teachers assigned to him/her.
2. Establishes a facilitating/mentoring relationship with the student teacher and the cooperating school personnel.
3. Establishes contact with the cooperating school personnel early in the first weeks of the student teaching experience and meets with mentor teacher as necessary.
4. Develops an understanding of the student teaching program through conferences with cooperating school personnel.
5. Observes the student teacher's classroom performance for an appropriate period of time for the minimum 4 visits. Supervision visits must be scheduled.
6. Confers with the mentor teacher(s) regarding the student teacher's progress.
7. Provides verbal and written feedback to the student regarding his/her teaching performance after each visit.
8. Reviews the student teacher's lesson plans and provides appropriate and timely feedback and support for the student teacher.
9. Evaluates the performance of the student teacher, based on the objectives of the student teaching experience. Schedules the final conference with the student teacher for the purpose of discussing the supervisor's final written evaluations.
10. Completes all evaluations of the student teacher's classroom performance and provides the mentor teacher, student, and Director of Clinical Experiences with timely copies of:
 - The **DICE Form** to record initial data and lesson information upon in preparation to assist the student teacher in writing her/his **Reflection Log** and which will summarize the progress of the student teacher and rates her/him at the end of the student teaching experience for the time in the classroom and school setting.
11. Informs the Director of Clinical Experiences on the progress for each supervised student teacher.
12. Consults with the Director of Clinical Experiences before any changes in the placement are suggested. Under no circumstances will a change in placement of any student teacher be made without the consultation of the Director of Clinical Experiences, Mentor Teacher, Supervisor, Principal and/or school district liaison.

Expected forms from the university supervisor

- The **DICE Form** summarizes the progress of the student teacher and rates her/him at the end of the student teaching experience for the time in the classroom and school setting.

School of Education Responsibilities

The **Director of Clinical Experiences** carries the overall responsibility for maintaining the quality of the student teaching experience for the student teacher. Responsibilities include:

1. Selects participating schools and personnel upon consultation with candidates for student teaching, the university faculty, and school administrators.
2. Selects, assigns, trains, and orients university supervisors.
3. Orients student teachers, mentor teachers, and university supervisors as to their responsibilities.
4. Establishes and maintains effective communications from the university to the cooperating school, mentor teachers, and the university supervisors.
5. Provides guidance, as requested or warranted, to the university supervisors for their assigned student teachers.
6. Provides regular scheduled seminars for student teachers that are supportive and enhance their professionalism and growth as an educator.
7. Provides materials for maintaining a comprehensive evaluative record of the student teacher's progress.
8. Conducts on-going evaluations to determine the effectiveness of the student teaching program.
9. Develops and maintains rapport with all persons involved in the student teaching field experience program.
10. Develops student teaching objectives, in cooperation with school personnel, keeping these up-to-date and current with all state standards.
11. Maintains accurate records of student teacher placements and collected data.
12. Approves licensure requests for program completers.

General Information

RESIDENCE HALL STUDENTS. Any residence hall student who goes on a regular basis to meet a class requirement may request a brown bag lunch from food service. Additional fees will not be charged for extra residence days required to meet student teaching obligations.

TRANSPORTATION. Student teachers are responsible for their own transportation.

OTHER UNIVERSITY COURSES AND JOBS. Taking courses or working a full-time job during the student teaching experience is highly discouraged. Exceptions will occur due to program requirements and scheduling conflicts. The Dean and the Director of Clinical Experiences will review all requests to enroll in coursework during student teaching.

SEMINARS. Schedules for the seminars are distributed to the student teacher at the beginning of the semester. **Attendance at all seminars is required.** Mentor school personnel are notified in advance of this commitment. If a student is unable to be present for a seminar meeting, the Director of Clinical Experiences must be contacted for the appropriate make-up assignment by the student teacher in advance of the stated meeting date by telephone message or E-mail notification.

PROFESSIONAL DRESS. Student teachers' dress and grooming should reflect personal care and professionalism and be consistent with standards established in the assigned school.

SUBSTITUTE TEACHING. Student Teachers may **not** be used as substitute teachers unless an emergency situation should arise and a substitute is not available. The Director of Clinical Experiences **MUST** be advised immediately by school administration of the emergency use of a student teacher as a substitute teacher.

CORPORAL PUNISHMENT. A student teacher is not to administer corporal punishment, nor serve as a witness to such.

CLOCK HOURS. A student teacher should have a minimum of **12 weeks (AYA) or 15 weeks (all other programs)** of student teaching. Practicum placements are measured in clock hours and must be indicated on the **green hours log sheet**. The number of hours varies from program to program. Clock hours indicate the actual time spent in the school, completing the objectives of the practicum or student teaching experience.

WORK STOPPAGE. In the event of any work stoppage in the district, the Director of Clinical Experiences will determine the appropriate action. A student teacher may not join actively with those bringing about the work stoppage, nor be assigned to teach classes for teachers involved in such.

ATTENDANCE/ABSENCE POLICY. Student teachers follow the calendar of the school or district to which they have been assigned. Attendance at all faculty meetings, parent-conference days, in-service days, open houses, etc. is expected.

The student teacher is expected to follow the arrival and dismissal times established by the school district for regular faculty. The student teacher is expected to be in full-time attendance every day. In the case of personal illness or a death in the immediate family, the student teacher is required to contact the mentor teacher by 6:30 a.m. of the day of absence. The **university supervisor** must be notified by the student teacher if it happens to be a day when the supervisor would be coming to observe. Student teachers should notify the Director of Clinical Experiences on the day of their absence via email or a phone call. Should a student teacher be **absent longer than one day** all parties listed above should be notified on each day of the continued absence. The student teacher may not be excused from his/her assignment without official university approval. Forms for absence due to illness or death in the family or for personal leave can be found in MyMount in the Clinical Experience Forms section already mentioned. These forms must be filled out and submitted to the Director of Clinical Experiences according to the directions provided. Should absence be excessive or extend beyond five class days in succession, the Director of Clinical Experiences, after consultation with the university supervisor, mentor school personnel, and the student teacher, will determine the extension of the student teaching period.

STIPEND FOR MENTOR TEACHERS. The mentor teacher will receive a stipend for services performed as Mentor Teacher as determined by the School or District policy on payment of stipends. The amount of this stipend will depend on the number of weeks of practicum or student teacher is assigned to the mentor teacher and if the mentor teacher has obtained the additional mentor training.

LICENSURE. To become a licensed teacher in Ohio's elementary or secondary schools, one must successfully pass all test(s) required by the Ohio State Board of Education. Upon successful completion of student teaching and completing all program and course requirements, as well as completion of the assessment test as prescribed by the Ohio Department of Education, students can complete applications online for licensure. The application will not be signed by the School of Education until all parts of the state approved assessment test have been passed and the scores received by the School of Education which processes the application for licensure.

The standards for licensure also require that an individual must possess "good moral character". State standard 3301-21-01(M) states that "A person shall be deemed to be of good moral character provided that said individual has not pleaded guilty to or been convicted of any felony, any violation of Section 2907.04 (corruption of a minor) or Section 2907.06 (sexual imposition), or Division (a) or (c) of Section 2907.07 (importuning) of the Revised code, any offense of violence, theft offense, or drug abuse offense that is not a minor misdemeanor, or any substantively comparable ordinance of the municipal corporation or of another state."

The State Board of Education shall consider the application for certification/licensure of an individual whose certificate/license has been revoked, or an individual who pleads guilty to or is convicted of any felony, any violation of Section 2907.04 or Section 2907.06, or Division (a) or (c) of Section 2907.07 of the Revised code, any offense of violence, theft offense, or drug abuse offense that is not a minor misdemeanor, or any substantively comparable ordinance of a municipal corporation or of another state, provided:

- (1) Such individual:
 - (a) has had the record of his or her conviction sealed pursuant to the provisions of Section 2953.32 of the Revised Code;
 - (b) is presently determined to be of good moral character; and
 - (c) otherwise meets the requirements of the certificate for which application is made; and
- (2) The State Board of Education determines that the certification/licensure of such individual will not adversely affect the education of school-age pupils.

Should the state Board of Education intend to deny an applicant under the provisions of this rule, the applicant shall be granted the opportunity for a hearing under the provisions of Chapter 119, of the revised code.

A copy of the entire code of conduct is available in the School of Education if you wish to read it in its entirety, or can be found here:

<https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed/Licensure-Code-of-Professional-Conduct.pdf.aspx>

The State of Ohio has agreements for teacher certification/licensure with more than twenty-five states. Under this plan, teachers holding an Ohio certificate are eligible for a similar initial certificate in states with which Ohio has an agreement. If a student is preparing for certification or licensure in a state other than Ohio, the student is advised to secure certification/licensure requirements of that state as early as possible. It is the student's responsibility to meet compliance with other states' certification/licensure requirements and to acquire and fill out all necessary forms for out of state certification/licensure.

The Director of Clinical Experiences will assist students who successfully complete the Mount St. Joseph University Student Teaching Program with the application process for Ohio licensure.

Technical Standards

School of Education

Mount St. Joseph University

Teacher education programs at Mount St. Joseph University (MSJ) require that each candidate demonstrate the ability to engage in all aspects of the professional education program, including course and field work, and to develop communication skills and dispositions required for educational professionals. The essential abilities required by MSJ's School of Education are in the areas of cognitive/intellectual reasoning, communication, behavioral and social, physical capacity, motor coordination and sensory aspects of education. In the process of program completion, candidates will be required to learn, integrate, and apply large amounts of material and to interact with colleagues as well as students and their families on campus and in the field. These expectations are based on the School of Education's Competencies, the College and Career-Ready Standards and/or Ohio State Content Standards, Ohio Standards for the Teaching Profession, licensure program standards and requirements, and Council for the Accreditation of Educator Preparation (CAEP). The candidate's ability to meet these requirements will be monitored throughout the professional education program. The purpose of this document is to ensure that potential candidates, at the point of admission to The School of Education and throughout the school's licensure programs, understand that they must have the necessary capacity to develop appropriate professional teaching abilities and dispositions in order to successfully complete a licensure degree program and be recommended for licensure.

Criteria:

Candidates entering a licensure program cohort and graduating with recommendation for licensure must be able to meet the requirements of the licensure program and must not pose an unreasonable risk to the safety and well-being of their students and their families, colleagues, staff, faculty or themselves. Therefore, candidates must have the ability to perform and demonstrate the essential skills, functions and dispositions of a professional educator. In addition to the acquisition of the appropriate knowledge in the sciences and the humanities, the School of Education faculty agree that the successful preservice education candidate should demonstrate the following skills.

Cognitive and Intellectual Reasoning Ability (this page and next page)

With or without reasonable accommodations, a candidate must have sufficient conceptual, integrative, and quantitative abilities and skills to:

- Master relevant content necessary to teach subjects commonly offered in PreK-12 schools and pedagogical principles and their application in the field settings at a level deemed appropriate by licensure program faculty.
- Comprehend, memorize, calculate, analyze, integrate, and synthesize, material in a timely manner appropriate to the practice of teaching.
- Develop reasoning, problem-solving, and decision-making skills in a timely manner appropriate to the practice of teaching.

- Understand the concepts, tools of inquiry, (e.g. observations, documentation, interpretation), and structures of the discipline and create learning experiences that make these aspects of subjects or content-knowledge meaningful to students.
- Assimilate and apply complex information in the form of lectures, small group work, written materials, and field experiences.

Behavioral and Social Skills

With or without reasonable accommodations, a candidate must possess the behavioral and social abilities and dispositions to:

- Fully utilize intellectual abilities; exercise good judgment and show emotional stability; candidate must be of sound mind and in stable health.
- Organize time and materials, prioritize tasks, perform several tasks at once (multi-tasking), and adapt to changing situations at a level appropriate to the field of teaching.
- Provide high quality instruction with appropriate pacing, so that all students are consistently on task.
- Work calmly and demonstrate flexibility under stress (e.g. work under time constraints, concentrate in distracting situations, make sound subjective judgments, ensure safety, in emergencies, and accept constructive review of work from supervisors/faculty in a professional manner).
- Develop positive and mature relationships with colleagues and with students and their families, treating all individuals with respect, using tact and discretion and setting a positive and respectful tone in interactions with others.
- Display compassion, justice, empathy, integrity, responsibility, and the emotional capacity to handle the varying demands of the teacher's job.
- Accurately perceive a wide range of interpersonal cues from others and respond appropriately.
- Exercise self-awareness and self-insight in relation to candidate's own health, stress level, distraction and emotional state.
- Attend classes, field experiences, and other related events and be punctual.
- Communicate effectively, efficiently, and sensitively with colleagues and with students and families regardless of their race, gender, life-style, sexual orientation, and cultural or social backgrounds.

Physical Capability (this page and next page)

With or without reasonable accommodations, a candidate must have sufficient physical ability, stamina, sense of vision and hearing to:

- Observe/participate in activities associated with teacher education, including but not limited to classroom demonstrations, lessons, classroom interactions, student assessment, classroom and student management, lesson planning and lesson implementation.

- Observe students accurately at a distance and close at hand; observation necessitates the functional use of senses of vision and hearing and is enhanced by senses of touch and smell.
- Observe students and all subtleties of students' oral, written and non-verbal communications, in order to assess and develop communication and academic skills of students.
- Implement multiple teaching strategies/techniques used during instruction; analyze student work and engagement through multiple methods of appropriate assessment (e.g. written, oral, auditory, hands-on, kinesthetic, formal, informal, authentic, standardized, etc.) and manage a safe, predictable, positive classroom environment where all students are engaged in meaningful learning.
- Work a teacher's contracted day and perform extended and additional duties of the classroom teacher such as parent conferences, open houses, and other assigned duties.
- Make use of the classroom space to facilitate different learning experiences.

Motor Coordination and Sensory Skills

With or without reasonable accommodations, a candidate must have sufficient fine and gross motor as well as sensory abilities to:

- Demonstrate computer and technological skills at a level consistent with successful course completion and expectations for a professional educator.
- Plan and implement instruction using a wide array of instructional materials and teaching resources (e.g. math manipulatives, science instruments, art materials, audio-visual equipment etc.).
- Respond to emergency situations in a timely manner.
- Execute both gross and fine muscular movements, equilibrium and assume reasonable bodily postures required to implement/provide high quality instruction and demonstrate the ability to independently manage a positive dynamic classroom environment.

Communication Skills (this page and next page)

With or without reasonable accommodations, a candidate must have sufficient verbal, nonverbal and written skills to:

- Present lessons with clearly defined structure, clarity, and sequence in a manner that engages all students.
- Communicate with, understand, and observe colleagues and students and their families in order to conduct conferences and interviews.
- Explain important principles and concepts delineated in professional, state and institutional standards (e.g. school district policies and standards, school policies and practice).
- Communicate with people so as to make assessment and plans known to others including colleagues, and students and their families.

- Provide timely feedback to students to support their learning in whole group, small group, and one-to-one settings.
- Communicate concepts, assignments, evaluations and expectations with students and members of the instructional team.
- Read, write, speak and understand English for all business communication at a level consistent with successful course completion and expectations for a professional educator. Use of other languages on breaks or personal time is perfectly acceptable.
- Maintain a command presence in the classroom, including the ability to observe student conduct throughout the classroom, even while working in one-on-one or in small group settings.
- Present legible, accurate and skillful information in oral and written form to a child, teacher, professor, families and other members of the instructional team.

Qualified candidates with documented disabilities are provided with reasonable accommodations and the determination of whether an applicant or current candidate meets the technical standards will be done on an individual, case-by-case basis utilizing the existing School of Education Licensure Review procedures and individual licensure program evaluations.

Candidates can be accommodated by means of auxiliary aids and services and academic adjustments, but a candidate should be able to perform in a reasonably independent manner.

A candidate does not perform in a reasonably independent manner if reliance on an intermediary by a candidate is so extensive that a candidate’s own judgment must be mediated by someone else’s power of selection, observation, perception, or cognitive support. For, instance, relying on an intermediary to observe developmental milestones of students’ oral, written, or non-verbal communication is not acceptable and would alter the fundamental nature of the licensure programs. Accommodation may involve an auxiliary aid or service, or academic adjustment but none that substitute for an essential technical skill or supplement pedagogical judgment.

I have read and I understand *Mount St. Joseph University School of Education’s Technical Standards*. I understand that I must be able to perform the aforementioned skills in a reasonably independent manner as defined above in order to be recommended by the School of Education for licensure.

CandidateName:
(Printed) _____

Candidate Signature Date