Department of Education and School Psychology

**Master of Education:
School-Based Initial Licensure Program**

Mentor Teacher and Intern Handbook

2018 – 2019

CONTENTS

"…we want our graduates to be leaders-in-service. That has been the goal of Jesuit education since the sixteenth century. It remains so today."   - P. Kolvenbach, S.J. 1989

University Mission

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world. The University finds the source of its inspiration in the experience of Saint Ignatius of Loyola and the centuries-long commitment of the Society of Jesus to academic excellence and service to the common good. The Jesuit Catholic character of John Carroll University is a single reality based on the integration of faith and culture. It represents a commitment to a church within the world, serving the human search for truth and value, and for justice and solidarity. It also represents a reverence for the transcendent vision that Christ preached and lived as the final best expression of human fulfillment. This Jesuit Catholic character inspires and guides the intellectual, professional, and ethical labors that make John Carroll a university.

Consistent with the University mission, the Department of Education and School Psychology (DESP) is committed to providing professional education in a liberal arts context, upholding traditional values, yet remaining responsive and sensitive to society's changing needs, focusing on personal as well as professional development of the individual, and emphasizing teaching that is anchored in the Jesuit Ideal of an Educator and a strong research base.

Conceptual Framework

The conceptual framework of the Professional Education unit in the Department of Education and School Psychology is grounded in the *Jesuit Ideal of an Educator. The Jesuit Ideal* embraces a religious, personal, social and action-oriented mission. The *Ideal i*s represented by five dimensions of personhood, which together foster intellectual growth, self-discovery, continuous adaptation, commitment to continuous improvement, and a willingness to accept the challenges of leadership. Briefly described below, each dimension characterizes the *whole person* who engages in knowledge and service to others (Gray, 2004; Havernak, 1992; McCool, 1986)[1].

Five Dimensions of the *Jesuit Ideal*

Formation of the total person. One of the most valuable resources educators can draw on in their educational practice is their own sense of self. The *Jesuit Ideal* calls for educators to communicate the importance of seeking truth, meaning, and value with their whole being. Each educational act

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[1] Gray, S.J., H. (2004). *Response to the Jesuit Ideal of an Educator as a Conceptual Framework.* Paper presented at Faculty Retreat, Department of Education & Allied Studies at John Carroll University.
Harvanek, R.J. (1992). *The Jesuit vision of a university.* University Heights, OH: John Carroll University.
McCool, G.A. (1986). *The Jesuit ideal of a teacher: A complex and developing tradition.* Unpublished manuscript.

progresses not only from content area expertise, but also the whole person as an agent of change. Only as educators have developed their own person can they help to develop the student as person.

Personal influence of the educator. To influence the growth and development of students, the educator seeks to know about their lives both in and out of school. This is the foundation of dialogue that contributes to the development of the total person of the student.
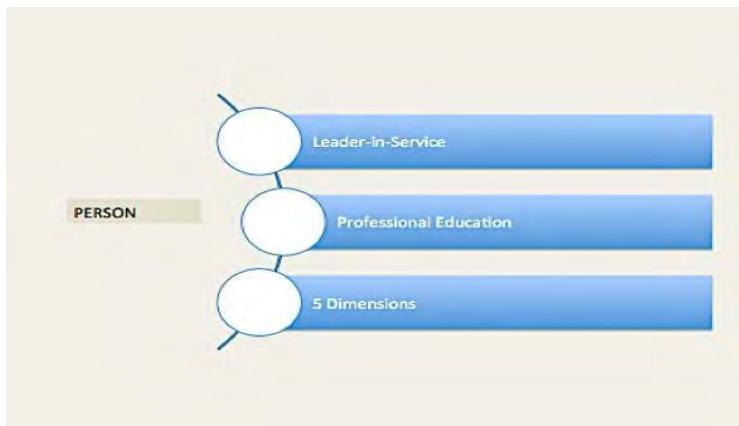
Educational settings as communities of personal influence. In educational practice, educators view the school setting as a community of engagement with others for the betterment of humanity in the school locale and in the society at large. The school setting is seen as an active site of social justice where diversity and individual differences are celebrated.

Education as a vocation. The *Jesuit Ideal* asserts that educators view their role as a vocation, a life of dedicated service towards the growth and development of students. In turn, educators continually work at their own professional growth and development committed to the greater good.

Integration of the disciplines to extend and synthesize knowledge. The *Jesuit Ideal* honors the integration of the disciplines for deep knowledge and understanding. Educators are cultivated by the combined wealth of human and spiritual experience found in the integration of the arts, sciences, and professional education curricula.

The *Jesuit Ideal* in the Professional Education of School Personnel

The goal of the *Jesuit Ideal* is a leader-in-service. The five dimensions of personhood interact to shape the educator as a leader-in-service. The department's professional education programs for school personnel offer the content knowledge and skills, and afford the dispositions that contribute to the formation and growth of the professional as Person who embodies the *Jesuit Ideal.* The conceptual framework that grounds and guides the department's professional education programs is illustrated in the Figure below. The educator as a person is foremost. An effective program of professional education develops the knowledge, skills and dispositions that further sustain the educator as a professional person who is a leader-in-service to others. Note: Agency is defined as the "satisfying power to take meaningful action and to see the results of our decisions and choices". Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.

DESP Learning Outcomes Alignment with JCU Academic Learning Goals

JCU Academic Learning Goals
1. Demonstrates an integrative knowledge of human and natural worlds;
2. Develop habits of critical analysis and aesthetic appreciation;
3. Apply creative and innovative thinking;
4. Communicate skillfully in multiple forms of expression;
5. Act competently in a global and diverse world;
6. Understand and promote social justice;
7. Apply framework for examining ethical dilemmas;
8. Employ leadership and collaborative skills;
9. Understand the religious dimensions of human experience.

Initial Licensure Teacher Preparation Programs		JCU Goals
Domain	*DESP Learning Outcomes*	
I. Contexts		
1.	Understands the central concepts, tools of inquiry, competing perspectives and the structure of the disciplines taught.	1,2
2.	Recognizes the value of understanding the interests and cultural heritage of each student.	6,9
3.	Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.	2,3,5
4.	Creates a learning environment of respect and rapport.	4,5,6,8
II. Learner Development		
5.	Understands how children/youth develop and learn.	1
6.	Provides learning opportunities that acknowledge and support the cognitive and social development of learners.	4,5,6
7.	Understands how learners differ in their approaches to learning.	1,7
8.	Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.	1,5,6,2,3
III. Practice		
9.	Understands and uses a variety of instructional strategies; designs coherent instruction.	1,3,4,5,2,
10.	Creates a learning environment that encourages social interaction, active engagement, and self-motivation.	3,6,8,2,5
11.	Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.	2,4,8
12.	Understands and uses formative and summative assessment approaches and strategies.	1,2,3,5
IV. Person		
13.	Reflects on professional practices.	2,7
14.	Fosters relationships with colleagues, parents, and agencies in the larger community.	4,5,8
15.	Grows and develops professionally.	5,8,2

School-Based M.Ed. Program Directory
2018-2019 Cohort

Department of Education and School Psychology   216-397-3080

Cathy Rosemary, Department Co-Chair   216-397-3080

Mark Storz, Department Co-Chair   216-397-3070

Annie Moses, Teacher Education Coordinator (EC)   216-397-4693

Margaret Schauer, Teacher Education Coordinator (AYA, MC)   TBD

TBD, Programs Manager   216-397-3080

TBD, Licensure Secretary   216-397-4389

Terry Bradley, Office of Graduate Studies   216-397-1925

Cleveland Heights High School   216-320-2005
Robert Swaggard, Director of Curriculum and Instruction
R_swaggard@chuh.org

Hawken Lower   440-423-2044
Mary Beth Hilborn, Assistant Director of the Lower School; Director of Early Childhood
mhilb@hawken.edu

Lander Elementary School   440-995-7350
Felecia Evans, Principal
fevans@mayfieldschools.org

Willoughby-South High School   440-975-3648
TBD

SCHOOL-BASED PROGRAM OVERVIEW

The School-Based M.Ed. Program is a full-time, intensive 11-month program designed for adults who hold a liberal arts degree (B.A. or B.S.) or equivalent and wish to obtain a teaching license while completing a M.Ed. degree. The master's degree course of study is 39-45 credit hours (depending on licensure area) at the graduate level. The program requires coursework over the summer and during the fall and spring semesters. The internship consists of full time participation in a partner school over the academic year.

PROFESSIONAL EXPECTATIONS

The practical and moral responsibilities of teaching present a consistent and complex set of challenges. The following points are intended to provide guidelines and perspectives—a code of ethics— for participants within the School-Based Program. If there are questions/concerns about any of these points, please contact one of the Teacher Education coordinators for clarification. (See Directory p. v)

Site-Based Coordinator
- Serves as a liaison between the mentor teacher, field site and the university.
- Helps to facilitate professional rapport between the mentor teacher and the intern, to foster meaningful feedback and growth, and to problem solve in collaboration with JCU program coordinators.
- Reviews lesson plans, observes intern's lessons.
- Conducts formative and summative evaluations of each intern at the site according to the schedule provided by JCU.
- Helps the intern and mentor set goals and make a smooth transition to greater responsibility over the academic year.
- Orients the interns to the school environment and informs them of procedures and policy expectations.

Mentor Teacher
- Serves as a mentor to the intern through collaborative inquiry and co-teaching practices.
- Develops intern's knowledge, skills, and dispositions expected of effective teachers.
- Communicates with the intern on a regular basis to provide feedback about progress and any areas of concern.
- Completes three observations during the fall semester, four observations during the spring semester, and summary reports according to the schedule provided by JCU.
- Participates in a collaborative midterm and a final conference evaluation of the intern's performance, using the CPAST assessment form.
- Attends orientation, professional development sessions, and other SB meetings/events at their school site and on JCU campus, as appropriate.
- Assists the intern in becoming reflective and responsive to feedback about his/her teaching.
- Provides information and resources to help the intern become familiar with the curriculum, evidence-based teaching methods, technology integration, assessments and standards.
- Helps the intern develop good judgment in discussing/presenting controversial topics.

- Assists the intern to thoughtfully explore multiple teaching approaches instrumental to promoting students' learning and development.
- Supports the intern's work on Action Research to help achieve student learning goals.
- Helps the intern develop positive working relationships with colleagues, other school personnel and families.
- Discusses with the intern the appropriate level of confidentiality of student information.
- Involves the intern in professional development opportunities, extra-curricular activities, parent conferences, and other parent/family events.

Intern
- Attends required university and site orientations.
- Attends all required university-based and site-based classes.
- Registers for fall and spring courses at the appropriate time.
- Participates in professional development opportunities, extra-curricular activities, parent conferences, and other parent/family events.
- Completes all course assignments and program requirements (edTPA, OAE Content [MC and AYA – needs to pass exams prior to the spring semester internship], Comprehension Exam: Part I (fall, synthesis of summer coursework) and Part II (Action Research Report and Presentation)
- Participates in a collaborative midterm and a final conference evaluation of the intern's performance, using the CPAST assessment form.
- Adheres to all rules established by the site and demonstrates professional behavior at all times in all circumstances.
- Fulfills mentor and/or site coordinator's expectations for timely completion of lesson and/or unit plans at least two days in advance of teaching episodes.
- Maintains appropriate confidentiality of student information.
- Exercises professional dispositions, such as being fair while judging pupils' actions and refraining from imposing personal, moral, religious, or political views upon students.
- Embodies the dignity and integrity appropriate to the teaching profession.
- Attends meetings or workshops sponsored by Center for Career Services Office.
- Participates in the Education Job Fair during the spring semester.
- Follows the mentor teacher's schedule in terms of daily school arrival and departure. Exceptions are to be explicitly negotiated between interns and mentors. Site coordinators should be notified in cases of any significant changes in schedule.
- Follows the calendar of the school to which s/he is assigned, i.e. holidays, vacations, extracurricular activities. John Carroll University vacations apply only to university-based classes. Interns follow JCU's calendar for the close of the spring semester.
- In the case of illness or other emergencies, notifies mentors as soon as possible and provides verification from a physician or other relevant sources, as requested.
- Dresses professionally at all times and follows school policy regarding tattoos and body piercings.

Interns are advised to consult the Graduate Bulletin 2016-2018 for additional requirements and policies affecting participation in the Master's degree program.

COURSE SCHEDULES

School-Based M.Ed. Program - Early Childhood

2018 Summer Schedule

Course/Instructor	Course	Session	Days of Week	Time/Location
ED 500 David Shutkin	FOUNDATIONS OF EDUCATION	A	MWR	6:00-8:50p OC 211
ED 505 Traci Masterson	CHILD & ADOLESCENT STUDY	A	MWR	12:00-2:50 Hyrid/Face-to-face AD 233
ED 452 Dan Reynolds	READ & WRITING ACR CURRICULUM	A	MWR	12:00-2:50 Hyrid/Face-to-face AD 232
ED 534 Lydia Kruse	LEARNING-TEACHING All Licenses	B	MWR	9:00-11:50 AD 232
ED 419 Lynn Ciccantelli	THE EXCEPTIONAL LEARNER	B	MWR	12:00-2:50 AD 232
ED 454 Erin Killeen	Language Study and Phonics	B	MWR	3:00-5:40 AD 302

Please Note:
Summer A: May 30-June 28
Summer B: July 9 – August 9
First Day at Site – First Day Teachers Required to Begin

2018 Fall Schedule

Course	Course Name	Days of Week	Time/Location
ED 425	Integrated Learning Early Child Ed	M	3:30-6:15
ED 426A Annie Moses	Learning Across the EC Years in the Content Areas -Early Childhood	T	3:30-6:15
ED 456 Dan Reynolds	Reading Assessment and Instruction Early Childhood	W	5:00-7:40
ED 502 Mark Storz	RESEARCH METHODS All Licenses	R	12:30-3:10

2019 Spring Schedule – TBD

Course	Course Name	Days of Week	Time/Location
ED 594	Professional Development Seminar		
ED 445	Teaching Internship		
ED 457	Methods in Reading Education		

School-Based M.Ed. Program - Adolescent Young Adult

2018 Summer Schedule

Course	Course	Session	Days of Week	Time
ED 500 David Shutkin	FOUNDATIONS OF EDUCATION	A	MWR	6:00-8:50p OC 211
ED 505 Traci Masterson	CHILD & ADOLESCENT STUDY	A	MWR	12:00-2:50 Hyrid/Face-to-face AD 233
ED 534 Lydia Kruse	LEARNING-TEACHING All Licenses	B	MWR	9:00-11:50 AD 232
ED 419 Lynn Ciccantelli	THE EXCEPTIONAL LEARNER	B	MWR	12:00-2:50 AD 232
Content Coursework	As Applicable for AYA and MC			

Please Note:
Summer A: May 30-June 28
Summer B: July 9 – August 9
First Day at Site – First Day Teachers Required to Begin

2018 Fall Schedule

Course	Course Name	Days of Week	Time/Location
ED 452 Dan Reynolds	Reading and Writing Across Curriculum Adolescent/Young Adult	M	5:00-7:40
ED 464A Margaret Schauer	Secondary Methods I	T	5:00-7:40
ED 502 Mark Storz	RESEARCH METHODS All Licenses	R	12:30-3:10

2019 Spring Schedule – TBD

Course	Course Name	Days of Week	Time/Location
ED 594	Professional Development Seminar		
ED 445	Teaching Internship		
ED 464B	Secondary Methods II		

POLICIES and PRACTICES

Policies and Practices: Academics

M.Ed. Initial Licensure Advisement
Once admitted to the School-based Program through the Office of Graduate Studies admission procedures, candidates are assigned a faculty advisor in the Department of Education and School Psychology. Advisors are available to consult with interns academic and professional issues.

Comprehensive Exam
All candidates for the M.Ed. must pass a comprehensive examination. The school-based comprehensive exam consists of two parts. Part I, typically scheduled for October, assesses the candidate's integration of the knowledge addressed in summer coursework. Part II is the successful completion of the action research project. Consult the Graduate Bulletin for additional academic policies and procedures.

Professional Development
It is mandatory that you participate in professional development offered by JCU's Career Center, the Department, and the school and district where you are pre-student and student teaching.

Professional Dispositions
Candidates for initial licensure are expected to develop and adhere to the following professional dispositions, aligned with the Conceptual Framework Domains:

Culturally Responsive (Contexts, Learner Development)
Active commitment to understand and judiciously incorporate into one's teaching and relationship with candidates and others sensitivity to all candidates' beliefs, values, interests, learning styles and world views that are likely grounded in the dynamics of candidates' cultural backgrounds.

Developmentally Responsive (Contexts, Learner Development)
Active commitment to understand and judiciously incorporate into one's teaching and relationship with candidates and others a sensitivity to candidates' cognitive, emotional and physical preparedness to engage in the learning tasks sponsored by the curriculum and teaching candidate.

Critically Reflective (Practice)
Active commitment to systematically examine and articulate one's beliefs, values, assumptions and practices in light of a) their attunement to systematic and contextual dynamics; b) their likely and apparent impact on others and c) their resonance with best practices research.

Collaborative (Person)
Active commitment to work with others in a professional manner. Willingness to share views, problem-solve, assume and fulfill responsibilities and work through conflicts and disagreements, in a style that is forthright, fair-minded, sensitive and attentive to the best and common interests applicable to a given situation.

Committed to Excellence (Person)

Active commitment to perform the relevant work with moral integrity, intellectual curiosity, ongoing reflection and openness, the pursuit of deep subject matter knowledge and pedagogic resourcefulness, and an overall sustaining devotion to high standards of learning and achievement, for oneself and for all candidates and others involved.

Justice-Oriented (Person)

Active commitment to examine and advocate that which is truthful, good and fair in particular situations. This commitment entails thoughtfully examining competing perspectives on truth, goodness and fairness and determining what should be done to adjudicate these values in the myriad situations of daily life.

Consult the Graduate Studies Bulletin for additional academic policies and procedures.

Policies and Practices: Internship

Attendance

It is expected that interns are at the school site, in the classroom, on the appointed days. As a general rule, interns arrive and leave the school site on the same schedule as expected of all teachers in the school. If an illness or emergency occurs, first call or e-mail your Mentor Teacher as soon as possible. Preferably, call the night before an absence; at the latest, notification should occur before 7 a.m. on the day of your absence. If possible, contact the Mentor Teacher directly rather than merely leaving him or her a message. In all, consult with the Mentor Teacher at the beginning of the semester to clarify preferable modes of communication in the context of illness/emergencies. In addition, in these cases, please contact the Site Supervisor to keep him/her in the loop.

Background Investigation

Each person who is working in schools with PK-12 candidates must be fingerprinted, and have the fingerprints sent to the Bureau for Criminal Investigation (BCI) for a criminal background check. The results of this investigation will be forwarded to the Department of Education and School Psychology. In order to enter a school site, a teacher candidate must have successfully passed a background check. A valid background check is also required for the application to the Ohio Department of Education for a teaching license. Finger printing can be done on campus or at a local fingerprinting center.

TB Testing

Some districts require candidates who are working in schools to have an annual TB Test. <u>Check with your assigned district to find out if this is a requirement.</u> TB testing can be done at the John Carroll University Campus Health Services or with your own personal physician. Please provide TB test results to the Department's Administrative Assistant by the end of the third week of the current semester.

Verification of Moral Character

JCU requires the affirmation of good moral character of all its interns. Interns entering the School-based Program, sign a Verification of Moral Character Form. (see Appendix for a copy of this form).

Fees

In order to complete the Teacher Education program, teacher candidates will incur the cost for the electronic portfolio, Teacher Performance Assessment (edTPA), required state licensure exams, and liability insurance. The fees associated with these assessments will be paid by the teacher candidates.

Electronic Portfolio Fee

The Electronic Portfolio fee is $110. This electronic portfolio will allow you to upload important assignments, edTPA materials, and other documents that are used to assess your progress in the program. This electronic portfolio helps build your professional teaching portfolio as you move into a teaching position and is valid for seven years. This fee was paid as part of your deposit.

edTPA

The edTPA is a capstone assessment required in the Teacher Education licensure programs. The purpose of edTPA is to assess novice teachers' readiness to teach their particular subject area(s) and particular grade levels. The assessment focuses on candidate learning, theory and research, and evidence-based practice.

This assessment takes place during the second semester of the internship. Throughout the program you will engage in courses and practica to help you prepare for this assessment.

This assessment carries a $300 fee. In order to offset this cost throughout your program, a fee will be assigned to the following courses beginning with spring 2017:

EC candidates		MC Candidates		AYA Candidates	
ED452	$70	ED452	$70	ED452	$70
ED425	$70	ED432	$70	ED464A	$70
ED426A	$70	ED424	$70	ED464B	$70
ED594	$70	ED594	$70	ED594	$70

The department will cover the remaining additional cost of $20.

Liability Insurance

All interns are required to provide proof of liability coverage. You may use a private carrier or the one listed below. You may obtain this coverage by joining the National Education Association's student program (this includes a student membership for OEA, too. There is a fee for the one-year student membership.
If you prefer to pay online: https://sites.nea.org/JoinNea/
If you prefer to pay by check: www.ohea.org
Select "Becoming a Member."

Ohio Assessment for Educators

As part of the licensure process, the State of Ohio requires teacher candidates to successfully pass the Ohio Assessment for Educator (OAE) examinations. There are fees associated with each of the OAE exams. You will be taking more than one exam in each of the licensure areas. To learn more about the exams and fees visit: http://www.oh.nesinc.com/

Lesson Plan Template
This is a requirement for all Interns (see Appendix for Lesson Plan Template). Lesson plans must be given to your Mentor Teacher(s) at least two days prior to the teaching experience and given to your Site Supervisor prior to an observation. Consult with your Site Supervisor for specifics on this point. (See Appendix for a copy of the Lesson Plan Template.)

Co-Teaching Models
Where and when appropriate, the department supports the use of a co-teaching model. In this model, teacher candidate and mentor teacher co-plan and co-teach lessons during the professional year. At the beginning of the year, mentor teachers take the lead in planning and teaching. As the year progresses, the interns increasingly take the lead. Throughout the year mentor teachers and interns collaborate in the planning and teaching so as to not only benefit the candidates' growth and development, but that of the students in the class as well. (See Appendix for Models of Co-teaching).

Substitute Teaching
Teaching licensure candidates are placed in school sites as part of their teacher education program. In this role they may **NOT** be employed as substitute teachers by the program agency or school system. Procedures:
    (1) Any requests by the school, school district or agency that the intern substitute for the classroom teacher must be made known to the appropriate Teacher Education Program Coordinator;
    (2) When the intern assumes responsibility for the class due to an immediate emergency, the school principal or another certified staff member must notify appropriate Teacher Education Program Coordinator and periodically check with the intern on site until a contracted substitute teacher is in place.

Work Stoppages
Teacher licensure candidates are candidates at John Carroll University. They are not licensed personnel of an agency school or school district and therefore do not have any legal status. They should not report to a program or school site in the event of work stoppages.

Standards of Professionalism
During the internship, candidates are expected to act professionally at all times. Candidates need to make a good impression, keep in mind that they are not only representing themselves at the site, but the University and Department as well. Candidates should:
- Arrive at or before the time the mentor teacher arrives; if an emergency arises and plans must be changed, notification of the school and teacher immediately with sincere apologies is imperative.
- Dress professionally and attend to personal hygiene.
- Wear any district required identification in plain sight at all times.
- Use professional language in and out of the classroom with everyone (no profanity or overly casual language) — with adults and students alike.
- Demonstrate attentiveness and an eagerness to learn.
- Display a willingness to use feedback and/or criticisms as an opportunity for improvement and growth.

- Display a willingness to work with students from different cultures, different socioeconomic levels, and/or different learning abilities.
- Be respectful of peers, families, teachers, staff and principals.
- Be committed to meeting the educational needs of all students in a caring, non-discriminatory, and equitable manner.
- Demonstrate a belief that all students can learn.
- Display persistence in the face of difficulty, stress or adverse conditions.
- Display a positive attitude toward teaching and learning.
- Turn off your cell phone; if there is an anticipated need to use a cell phone for an urgent matter, notify the mentor teacher ahead of time.

Code of Ethics
The moral and ethical responsibilities of teaching present a consistent and complex challenge. While the following points will be interpreted within the teaching context, they should assist the teacher candidate to become an ethical practitioner.

- The teacher candidate should refrain from imposing personal, moral, religious, or political views upon candidates. Instead, the candidate should demonstrate a liberated mind.
- The teacher candidate when receiving or using information about candidates in class or work should protect students' and families' right to privacy.
- The teacher candidate should maintain the dignity and integrity appropriate to the profession.
- The teacher candidate must strive to be fair while judging students' actions.
- The teacher candidate must demonstrate professional behavior, outlined by the University as well as the placement site, at all times in all circumstances.
- When in any doubt, the teacher candidate should contact his or her Mentor Teacher, Site Supervisor, and/or Teacher Education faculty member.

Termination of the Candidate from Internship
A professional education candidate must demonstrate the highest professional standards when placed in the field. This expectation is indicated by the school's acceptance of the candidate to the clinical experience. The candidate is expected to conform to established school policies, to insure student safety and well-being, and to exhibit professional educational practices that conform to our Code of Ethics. When it appears that a candidate is seriously deficient in meeting these expectations, a request may be made by the school or by the university/site supervisor to meet with University officials to consider the candidate's status in the program. Reasons for dismissal from clinical experience may include, but are not limited to, the following:
- Lack of responsibility in fulfilling requirements.
- Behaviors indicating an attitude of indifference or hostility.
- Ineffective written or oral language which interferes with performance of teaching.
- Limited teaching skills (e.g., unprepared, no lesson plans, or poorly written lesson plans, poor classroom management).
- Poor interpersonal skills with school's students, faculty, and/or staff.
- Violation of school policies, procedures, rules, regulations, or code of ethics, including any harm or potential harm to students, staff, families, one's self, or others involved in the school setting.
- Lack of appropriate professional attitudes or behaviors.

Procedures for Termination

If a problem arises which could culminate in termination of the candidate's internship, the site supervisor will notify JCU's appropriate program coordinator, the intern, the mentor teacher, and/or the school principal, in writing, that issues have been raised that question an intern's ability to move forward in the program. The program coordinator will inform the co-chairs of the situation with the intern.

As soon as reasonably possible, the parties will meet to discuss the problem(s). Written documentation of the problem(s) will be shared with the intern. The intern will be informed in writing of the specific conditions that he/she must meet in order to continue with the internship and the period of time within which this must be accomplished.

If, by the end of the period of time established during the meeting, the co-chair, program coordinator, site supervisor, the mentor teacher, and the school principal agree that the candidate has not met these conditions, the internship will be terminated. A formal letter of dismissal, describing the intern's performance, and indicating the reasons for dismissal, will be prepared and delivered to the candidate in a meeting with the candidate convened by the site supervisor and attended by the mentor teacher and the school principal, the appropriate coordinator, and department chair. The candidate will be removed from the teaching assignment immediately upon delivery of the letter and he/she will be given a grade of "no credit" for the internship.

Appeal

Due process is available to interns who wish to appeal their termination. First, interns should discuss the matter with their advisor. After this discussion, if the intern wishes to pursue an appeal, they should do so in writing to the department co- chair within 30 days of termination. If further action is required an appeal may be made to the appropriate dean.

ASSESSMENT

The Department of Education and School Psychology uses an assessment system, which aims to obtain accurate information about the development and performance of School-Based interns. The purpose is to appraise the quality of each intern's performance as well as the quality of the Teacher Education Initial Licensure programs. In this way, adjustments and improvements can be made on both individual and programmatic levels.

The School-Based interns will be evaluated in multiple settings: coursework at John Carroll, site-based coursework, and classroom assessments. Formative evaluations include the Observation Feedback Form (OFF) and the collaborative assessment conference at the end of the fall semester and at the midterm of the spring semester. Summative evaluations consist of the final collaborative evaluation conference, edTPA (need to meet benchmark performance), OAE content exams for MC and AYA (need to pass exams prior to entering the spring semester internship), and Comprehensive Exam (Part I –fall, synthesis of summer coursework; Part 2 – spring, Action Research Report and Presentation). The coordinators of the School-Based M.Ed. program will conduct formative evaluations of interns' progress after the summer sessions and during the fall and spring semesters. The site coordinator and the mentor teacher will also monitor the intern's performance at the site throughout the academic year. These evaluations are aligned to the Department's conceptual framework (see Preface, p. ii) and standards from professional organizations (e.g., NAEYC http://www.naeyc.org/; AMLE, http://www.amle.org/; etc.) These evaluations are submitted to the Department throughout each semester.

University and school site personnel will use data from these multiple assessment sources as well as other relevant information as a foundation to discuss intern development within the program. If there are areas for concerns or a need for discussion with an intern, a meeting will be arranged with the intern and personnel from the site and John Carroll. At the same time, if an intern believes there is a need for a meeting, it will be arranged as soon as possible. Finally, if there is a concern related to a suitable fit for an intern within the School-Based program, then a meeting will be held to decide the most appropriate decision. The goal is to create the most effective intervention strategy aligned to success for each intern.

In the case that the School-Based Intern Program is not the appropriate choice for an intern, the Department of Education and School Psychology reserves the right to make that decision in consultation with all relevant parties. The appropriate decision will be made based on the available information. Alternatives to the School-Based M.Ed. include:
- Extension of the teacher preparation process
- Withdrawal from the SB program; the intern may request re-evaluation for admission to the Professional Teacher M.Ed. with Initial licensure program
- Dismissal from the program

The assessment system is a means to acknowledge the best of practice and to initiate the improvement of emerging teaching strategies and skills. The spirit of evaluation for the School-Based interns is that of the progressive development of an educator. Evaluation provides opportunity to reflect, to create alternatives and to monitor and refine development.

Assessment Measures

GPA and Course Grades
Candidate progress is monitored throughout the teacher education program. In order to remain in good standing, candidates are expected to maintain a 3.0 GPA in their Education and Content Area coursework as well as the overall GPA. Grades of D do not earn graduate credit. In 400-level courses students must achieve A or B grades to earn graduate credit; grades of B- or less do not earn graduate credit. To be considered a "student in good standing" a graduate student must maintain a grade point average of 3.0.

Technological Pedagogical and Content Knowledge (TPACK)
Candidates self-assess their pedagogical knowledge, content knowledge and technological pedagogical content knowledge at the beginning and at the completion of their program for the purposes of evaluating their growth in their understanding and use of technology in the classroom and for program evaluation.

Social Justice Scale
Candidates self-assess their perspectives toward issues of social justice at the beginning and at the completion of their program for the purposes of evaluating their growth in the understanding of and disposition toward issues of social justice and for program evaluation.

Clinical Assessments
During the Internship, teacher candidates are assessed on their dispositions and performance in five categories at multiple times during the semesters:
- Understanding subject matter and learner development
- Creating an environment for candidate learning
- Organizing knowledge for candidate learning
- Teaching for candidate learning
- Assessing student performance
- Reflecting on professional teaching

Observation Feedback Form (OFF)
Candidates are assessed using this measure during their fall and spring semesters. Both mentor teachers and site supervisors assess the candidates a minimum of three times during fall semester four times during spring semester.

Summary Evaluation (SE)
Based on the standards that guide the licensure programs (NAEYC, AMLE, INTASC) mentor teachers and site supervisors and interns assess candidates' performance at the end of the fall semester. Successful performance on this measure is used in part as a gateway to the student teaching semester.

Candidate Preservice Assessment of Student Teaching (CPAST)
CPAST is tool used across the state of Ohio to assess the performance of interns. Mentor teachers, site supervisors, and interns individually assess the candidate at the midterm and at the completion of the spring semester. After individually assessing the candidate, a triadic conference is held at which time consensus is reached on each item of the measure. Based on the evaluation, goals for the

second half of student teaching and then for the first year of teaching are developed and agreed upon.

edTPA
The edTPA is a capstone assessment required in the Teacher Education licensure programs. The purpose of edTPA is to assess novice teachers' readiness to teach their particular subject area(s) and particular grade levels. The assessment is designed with a focus on candidate learning, theory and research, and evidence-based practice. It is based on findings that successful teachers:
- develop knowledge of subject matter, content standards, and subject-specific pedagogy;
- develop and apply knowledge of varied children's needs;
- consider research and theory about how children learn; and
- reflect on and analyze evidence of the effects of instruction on students learning.

This assessment takes place during the second semester of the clinical year, during student teaching. Throughout the program, the candidate will engage in courses and practica to help to prepare for this assessment. (see Appendix for a more detailed description of the assessment)

Interns need to complete the edTPA and meet the **benchmark score requirements** set by the Department of Education and School Psychology. Full details will be distributed in the ED594 seminar. Interns who do not meet these requirements, will need to satisfactorily complete an intervention plan that consists of revising the edTPA to meet the benchmark scores. Interns are subject to receiving an Incomplete for the seminar course until these requirements are met.

State Assessments
The State of Ohio requires all candidates for licensure to successfully complete the Ohio Assessment for Educators. All licensure candidates take the appropriate Assessment of Professional Knowledge. Early and Middle Childhood candidates are required to take the Foundations of Reading test. All licenses also take the appropriate content area test(s). More specific information may be found at the following website: http://www.oh.nesinc.com/.

LICENSURE

Eligibility

Eligibility for a teaching license in the state of Ohio is based on the following:

1. Successful completion of M.Ed. School-based program.
2. Successful completion of the appropriate OAE examinations.

Applying for an Ohio Teacher License

To apply for your teaching license please access the Ohio Department of Education's (ODE) website using this link: http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Apply-for-Certificate-License.

This link will take you through the process. We will receive an email from the ODE letting us know that you have applied. Once we have concluded that you have met all the requirements for eligibility we will approve your application. You will receive more information about the application process during the student teaching seminar.

Ohio Resident Educator Program

The Ohio Resident Educator Program is a four-year induction system that provides new teachers with support from a mentor and additional professional development during the first years of teaching. Once hired, Ohio schools must register beginning teachers in the residency program, which they need to successfully complete to qualify for a five-year professional educator license *(Ohio Revised Code 3301-24-18)*.

Schools and districts are responsible for determining eligibility of their beginning teachers for the Resident Educator program and for assigning them each with a certified mentor.

What are the benefits of the Ohio Resident Educator Program?
This residency period helps beginning teachers:

- Receive ongoing, job-embedded, professional development focused on helping them achieve proficiency in instructional and assessment practices.
- Analyze their teaching practice using ongoing formative assessment feedback and suggestions for professional growth from a trained mentor.
- Reflect on teaching practices and set goals to improve student learning.
- Base their teaching practices on the Ohio Standards for the Teaching Profession.
- Prepare for successfully completing the Resident Educator Summative Assessment, which is required to qualify for a five-year professional educator license.
- Prepare for future district/school leadership opportunities.

What steps should Ohio's beginning teachers take to get started in the Resident Educator program?

- Attend Resident Educator orientation at their school or district.
- Connect with the Resident Educator program coordinator who directs the school or district program. The program coordinator is responsible for registering all resident educators in the State's CORE system by Nov. 15 of each year. At the end of each year, he or she must indicate in CORE whether participants completed or did not complete the program for the year.
- Ensure they are assigned a certified mentor (a certified mentor has completed both Instructional Mentoring – 1 and Resident Educator trainings).
- Complete each year's requirements, including the Formative Progress Review.

- Consult the department's website at education.ohio.gov to stay aware of program updates. Search for *resident educator program*.

How do I apply for a Resident Educator or Alternate Resident Educator license?
- ***The first step in applying for a Resident Educator or Alternative Resident Educator license is to apply for a SAFE account by accessing the SAFE link at the top of education.ohio.gov. In addition to the last four digits of the applicant's Social Security number, the applicant will need either an Ohio driver's license number or state of Ohio identification number (available from an Ohio Bureau of Motor Vehicles office). Those without one of these two forms of identification will find instructions in the SAFE creation menu about uploading another acceptable form of identification.***
- ***Once the SAFE account is validated, applicants should log into SAFE and verify that their email addresses are entered correctly. Once logged into SAFE, they can begin an application by accessing ODE.CORE and the My Educator Profile licensure system.***

To learn more:
Visit education.ohio.gov and search for *teachers* for information on all aspects of teaching in Ohio. Also, search for *resident educator program* and review eligibility requirements, program overview (including the orientation PowerPoint) and the latest news and activities outlined for completion in each year of the program. More information about the Resident Educator Program will be shared during the student teaching seminar.

AWARDS and SCHOLARSHIPS

The Department of Education and School Psychology is privileged to award scholarships and awards to candidates studying in the areas of education, undergraduate and graduate. Please visit the department website (http://sites.jcu.edu/education/pages/candidate-information/awards/) to apply for the scholarships and awards.

Sally H. Wertheim Educational Leadership Award
This award recognizes an outstanding graduate candidate who not only demonstrates leadership, scholarship, character, and commitment to others-qualities steeped in the Jesuit mission-but who also seeks to enhance, and shows promise for improving, the educational experiences of children and youth. Candidates for the award must be enrolled in a graduate degree program in education at John Carroll.

The William P. Hoffman Endowment for Professional Development Award
This scholarship is a memorial tribute to Dr. William P. Hoffman who was a professor in the John Carroll University Department of Education & School Psychology. He worked with the Educational Administration program from 1970 to 1980. The purpose of this award is to recognize an outstanding senior or graduate candidate in the department who demonstrates leadership, scholarship and service to support professional development and scholarly research or presentations at professional conferences in the field of education.

Golden Apple Awards
Early Childhood, Middle Childhood, Adolescent/Young Adult, Multi Age
These awards honor graduating education candidates for academic excellence based on their grade point averages. The department makes six to eight of these awards each year, divided among candidates for certification/licensure at different levels

Francis T. Huck Awards
Early Childhood, Middle Childhood, Adolescent/Young Adult, Multi Age
Dr. Francis T. Huck's career in the department spanned three decades – the 60s, 70s, and 80s. He taught research and statistics, but his love was the teacher education program, where he assigned candidates for field placement and candidate teaching. Upon retirement, the department established the Francis T. Huck Award to honor outstanding undergraduate candidate teachers. The department makes the award available to candidate teachers pursuing certification/licensure at different levels. The selection process is as follows: Site supervisors each nominate candidate teachers with a minimum overall grade point average of 3.0. The full-time teacher education faculty selects recipients, based on site supervisor recommendation, academic achievement, and professionalism.

APPENDIX

A.   Overview: Teacher Performance Assessment [edTPA]

B.   Forms

C.   Co-Teaching Strategies & Examples

D.   Assessment Measures- Gateways

E.   Additional Directions and Resources for the Professional Year

A. Overview: Teacher Performance Assessment [edTPA]

edTPA is a required assessment in the Teacher Education Programs; it includes both formative and summative assessments. Details on department benchmark score requirements and consequences for not initially meeting these requirements will be discussed in ED594.

edTPA Design Principles for *Educative* Assessment
- Discipline specific and embedded in curriculum
- Candidate Centered: Examines teaching practice in relationship to candidate learning
- Analytic: Provided feedback and support along targeted dimensions
- Integrative: maintains the complexity of teaching
- Affords complex view of teaching based on multiple measures
- Consists of three tasks that follow Plan-Teach-Assess-Reflect iterative teaching process

edTPA Purpose
The purpose of edTPA, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach a particular subject area and grade span. The assessment is designed with a focus on children's learning and principles from research and theory. It is based on findings that successful teachers:
- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied children's needs
- consider research and theory about how children learn
- reflect on and analyze evidence of the effects of instruction on children's learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and candidate learning in authentic ways.

edTPA Architecture
- A summative assessment of teaching practice
- Collection of artifacts and commentaries
  - **Artifacts:** authentic work include plans, copies of instructional and assessment materials, video clips of teaching, and children's work samples
  - **Commentaries:** describe artifacts, explain the rationale behind their choice, and analyze what candidate has learned about his/her own teaching practice and the children's learning. Commentaries must be clearly written and well-focused.
- "Learning Segment" of 3-5 days

edTPA Context for Learning
Candidates provide information related to the Context for Learning, including:
- Type of school (elementary, middle, high school) and specific features of school or classroom setting
- Mentor teacher requirements that might impact planning or delivery of instruction (standardized tests, pacing, etc.)
- Time devoted to subject
- Ability grouping/tracking
- Textbook or instructional program and other resources
- Candidates: Grade level(s), number of males/females, ELL, GT, IEPs or 504 plans
- Chart of required and proposed accommodations/modifications

Task 1 Planning Instruction & Assessment
Purpose
- Describe plans for learning segment and explain how they are appropriate for the candidates and the content being taught;
- Demonstrate the ability to organize curriculum, instruction, and assessment to help diverse candidates meet standards for content; and,
- Develop academic language related to the content.
- Provide evidence of selecting, adapting, and/or designing learning tasks and material that offer candidates equitable access to the content.

Task 2: Instructing and Engaging Children in Learning
Purpose
- Demonstrate how one facilitates candidates' developing understanding of skills and strategies to comprehend or compose text.
- Provide evidence of engaging candidates in meaningful tasks, monitoring their understanding, and using responses to candidates to guide their learning
- Identify lessons where candidates are engaged in using relevant skills and strategies to comprehend and/or compose text. One lesson is selected for filming.
- Collect permission forms from parents.
- Videotape the lesson.
- Review the video to identify one or two video clips that meet requirements.
- Respond to commentary prompts to analyze teaching and candidates' learning in the video clip(s).

Task 3: Assessing Candidate Learning
Purpose
- Assess candidate achievement, diagnose candidate learning strengths and needs, and inform instruction.
- Provide evidence to:
  o Develop evaluation criteria aligned with big idea or essential question, standards, and learning objectives;
  o Analyze candidate performance on an assessment in relation to candidate needs and the identified learning objectives;
  o Provide feedback to candidates; and
  o Use the analysis to identify next steps in instruction for the whole class and individual candidates.

Emphasis on *Academic Language*
- Academic language is different from everyday language. Some candidates are not exposed to this language outside of school.
- Much of academic language is discipline-specific.
- Unless we make academic language explicit for learning, some candidates will be excluded from classroom discourse and future opportunities that depend on having acquired this language.
- Academic language is the oral and written language used in school necessary for learning content.
  - This includes the "language of discipline" (vocabulary and forms/functions of language associated with learning outcomes) and the "instructional language" used to engage candidates in learning content.

B. FORMS

Application for Student Teaching
The application for Student Teaching is online and can be found at the department's website or through this link: http://sites.jcu.edu/education/pages/candidate-information/application-forms/.

Application for Licensure
To apply for your teaching license please access the Ohio Department of Education's (ODE) website using this link: http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Apply-for-Certificate-License.

Verification of Moral Character
The Verification of Moral Character form can also be found online at the department's website or through this link: http://sites.jcu.edu/education/pages/candidate-information/application-forms/.

NOTE: This signed statement must become part of your candidate record before you can be admitted to a program in Teacher Education. The State of Ohio is now asking the following questions on the application for licensure. *Have you ever been convicted of, found guilty of, or pled guilty to any misdemeanor other than a traffic offense? Have you ever had a criminal conviction sealed or expunged?*

C. Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on candidates or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. *Example:* One teacher can observe candidates for their understanding of directions while the other leads
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists candidates with their work, monitors behaviors, or corrects assignments. *Example:* While one teacher has the instructional lead, the person assisting can be the "voice" for the candidates when they don't understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher-led stations. *Example:* One teacher might lead a station where the candidates play a money math game and the other teacher could have a mock store where the candidates purchase items and make change.
Parallel Teaching	Each teacher instructs half the candidates. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of candidate to teacher ratio. *Example:* Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with candidates at their expected grade level, while the other teacher works with those candidates who need the information and/or materials retaught, extended or remediated. *Example:* One teacher may work with candidates who need reteaching of a concept while the other teacher works with the rest of the candidates on enrichment.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all candidates; however, the avenue for getting there is different. *Example:* One instructor may lead a group in predicting prior to reading by looking at the cover of the books and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the candidates predict by connecting the items pulled out of a bag with the story.
Team Teaching	Well planned, team taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a candidate's perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist candidates and answer questions *Example:* Both instructors can share the reading of a story or text so that the candidates are hearing two voices.

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the candidates in the classroom.

D.   Assessment Measures-Gateways

Department of Education and School Psychology Graduate Initial Licensure Gateways (PT & SB Programs)			
Gateway 1: Admission to Program	Gateway 2: Admission to Pre-Student Teaching	Gateway 3: Admission to Student Teaching	Gateway 4: Exit/Recommend for License
Current resume or curriculum vita	Completed application, including a resume structured according to DESP guidelines	Completed application	Pass Ohio Assessments for Educators (OAEs) Professional Knowledge exam with score $\geq$220
Bachelor's degree from an accredited institution	Based on transcript audit: 3.0 overall minimum GPA, 2.7 minimum GPA in ED courses, and 2.7 minimum content-area	Based on transcript audit: 3.0 overall minimum GPA, 2.7 minimum GPA in ED courses, and 2.7 minimum content-area	Pass ED 445 Student Teaching
Undergraduate cumulative GPA of at least 3.0	Grades $\geq$B or higher in all 400-level coursework, and grades $\geq$ C in 500-level coursework	Pass Ohio Assessments for Educators (OAEs) with a score $\geq$220 on content area exam(s) (MC/AYA)	Complete edTPA with score $\geq$ 37
Transcript audit to identify additional course requirements as needed for program area	Positive field evaluations from mentor teacher	All course requirements completed with grades $\geq$B or higher in all 400-level coursework, and grades $\geq$ C in 500-level coursework(one unfilled course requirement may be requested for approval; decision based on GPA and field performance)	Successful completion of comprehensive exam
Well-written statement indicating personal interests, goals, and expectations from the degree program	No or limited dispositional concerns as noted by faculty and mentor teachers in field experiences	Positive field evaluations from mentor teacher; positive clinical evaluations from mentor teacher and site supervisor during pre-student teaching	Satisfactory CPAST and OFF evaluations (80% of all items $\geq$ meet expectations)
Two letters of reference from work-related persons who attest to the applicant's ability to succeed in graduate studies	Successful interview with faculty member	Demonstrated teaching practices that provide evidence of the department's dispositions for the teaching profession	Completion of required assessments: Social Justice Scale TPACK
GRE Verbal Reasoning (150.75) and Quantitative Reasoning score (152.75) or *Praxis Core* Reading (168) and Mathematics (162)		Positive recommendation site supervisor and mentor teacher	
Successful interview with faculty member		Approval by Council on Teacher Education (comprised of Associate Deans, elected faculty member, Registrar, Program Coordinators, partner representative)	
Successful criminal background checks			
Completion of required assessments Social Justice Scale TPACK			

Audit of grades & GPAs conducted each semester

Audit of grades & GPAs conducted each semester

Audit of grades & GPAs conducted each semester

E.   Additional Directions and Resources for the Professional Year

Verification of Moral Character

NOTE: This form MUST be submitted to the course instructor at the beginning of each semester during which the candidate is enrolled in courses that require candidates to go into schools and interact with candidates.

The State of Ohio Department of Education has set standards for the granting of a license to teach. Candidates for teaching licensure must be recommended by the Department of Education and School Psychology at John Carroll University. Consistent with these state standards, JCU requires affirmation of the good moral character of its candidate**s**. This signed statement must become part of your candidate record before you can be admitted to a program in Teacher Education. If you are unable to verify the statement below, immediately contact the Chairperson of the Department of Education and School Psychology.

****

I, the undersigned Teacher Education candidate, state that I am of good moral character and affirm the following: I have never had a professional credential (license, certificate, permit) revoked or suspended; nor have I ever surrendered a professional credential. I have never been convicted of, found guilty of, or pled guilty to any felony.

I have never been convicted of, found guilty of, or pled guilty to any of the following violations of Ohio law; corruption of a minor, sexual imposition, soliciting a person under the age of thirteen to engage in sexual conduct, soliciting a person to engage in sexual conduct who was between the ages of twelve and fifteen when I was 18 or older and at least four years older than the person; any drug offense that is not a minor misdemeanor, any offense of violence, or any theft offense.

I have never been convicted of, found guilty of, or pled guilty to any violation of any municipal ordinance, law of another state, or and federal statute comparable to the violations noted in the preceding paragraph.

Printed Name_____ Banner ID_____

Signature_____   Date _____

Signature of Witness _____   Date_____

****

Please note: When you apply for State of Ohio licensure, you will be asked to verify the above information. In addition, the State of Ohio is now asking the following questions on the application for licensure. Have you ever been convicted of, found guilty of, or pled guilty to any misdemeanor other than a traffic offense? Have you ever had a criminal conviction sealed or expunged?

LESSON PLAN TEMPLATE

Name

Cooperating/Mentor Teacher and School

Date lesson is to be presented

Date of submission

General Procedures: Respond clearly to each of the sections and prompts/bullets listed below. Submit any supplemental material with this lesson plan (e.g. graphic organizers, activity instruction sheets, various forms of assessments/exit slips, etc.) that are pertinent for your mentor/university/site supervisor to fully understand your lesson.

LESSON TITLE & UNIT TITLE

Write the title of both the lesson and the unit in this space.

CONTEXT OF THE CLASSROOM

Describe key dimensions of the classroom setting: e.g. number, grade and gender of students, an overview sense of important individual differences, and any other unique/relevant aspects of the classroom that might influence teaching and learning.

CONTEXT OF THE LESSON

Describe how this lesson fits into the overall purpose and flow of the unit, theme, or topic of focus. (You will address other "context" dimensions in the pre-assessment question under Assessing Learning and in the Theory/Research sections below).

EDUCATION STANDARDS

List 1-3 Ohio Learning Standards that are most relevant to this lesson.

OBJECTIVES
1. List the most important 1-3 specific objectives you want students to learn in this lesson. State the particular concepts you expect students to understand and/or the skills/behaviors you want them to demonstrate. Use one of the following stem phrases: a) Students will be able to …. Or b) Use "I can statements" framed from the students' point of view.
2. List 1-3 important MISCONCEPTIONS you anticipate students might possess re: the concepts associated with this lesson (See INSTRUCTION, 3c, for prompt on how you plan to address these misconceptions.)
3. Describe how the objective(s) align(s) with the Standards.

ACADEMIC LANGUAGE

Learning is enhanced when students have a clear idea of any special vocabulary they need to understand, and when they grasp the meaning of the tasks they are expected to perform. Thus, it is important to be explicit in teaching vocabulary terms that are new to students and central to a lesson, such as describe, analyze, compare-contrast, justify, etc. Part of explicit teaching is providing students with thoughtful explanations and clarifying examples of these expected task performances, monitoring their understanding and application (of the concepts or terms), and providing feedback toward independent performance.

- List:
  a) specific, lesson-related vocabulary terms that you want students to learn and be able to use fluently
  b) key VERBS that represent the specific tasks you expect students to perform (i.e. describe, graph, analyze, etc.).
  c) See letter b. under the Instruction section below for the prompt asking you to explain the method and rationale for how you will teach these vocabulary terms and tasks.

ASSESSING LEARNING

1. Explain the pre-assessment you will do/have you done that indicates students' readiness, interests, and/or learning preferences.
2. Indicate clearly the performance/behaviors you will consider as evidence of students meeting your stated objectives at a satisfactory/proficient level.
3. Indicate how you will promote students' reflection on their own performance.
4. List all the specific ways you will gather evidence throughout the lesson (i.e. both formative and summative assessment) to determine a) whether every student has achieved the stated objectives (i.e. intended outcomes) and b) what other outcomes (i.e. expressive outcomes) beyond those intended that students are taking away from the lesson. **Note:** If you use an exit slip or other assessment tool, please include a copy when you submit this LPT.

INSTRUCTIONAL RESOURCES, MATERIALS, & TECHNOLOGY

List and/or submit all materials, resources, and technology that will be needed to teach this lesson.

INSTRUCTION

Describe the lesson as it will be presented to the students. Be sure to address each of the following as appropriate:

a) any small group activity you will be arranging for this lesson and the rationale for your grouping decisions.
b) method and reasoning associated with how you plan on teaching the academic language outlined in numbers 1 & 2 of the Academic Language section above.
c) how you intend to effectively address possible MISCONCEPTIONS that you identified above, under OBJECTIVES, #2.
d) several thoughtful questions you anticipate posing to students to assist in the achievement of your objectives.
e) how you will make smooth and effective transitions in the lesson.

This section should include the five distinct parts (listed below) that serve as the outline for what the teacher(s) and students are doing during the course of the lesson.

1. **Preparation** of the learning environment (if required): organization of chairs, advanced distribution of materials, set up of technology, etc.
2. **Introduction to the lesson:** Explicitly address two dimensions here: a) what you will do to communicate to students the day's learning objectives (e.g., I Can statements**);** b) what your thought-provoking and emotionally evocative "hook" is for this lesson.
3. **Body of the lesson:** (a) identify distinct learning strategies involved in the lesson (e.g. direct instruction, modeling, cooperative learning, inquiry, discussion, small group work, etc.); b) describe step-by-step procedures of what YOU and THE STUDENTS will be doing; and c) provide a time frame for each lesson segment you describe.
4. **Feedback:** Describe: (a) how you plan to give informative, specific feedback to students on their performance in this lesson, and b) specific expectations you will establish to insure that students actually incorporate your feedback into subsequent lessons/classroom behavior (e.g. by requesting that students explicitly state feedback they have previously received and indicate how they will include/have included that feedback into a current task)
5. **Closure:** Describe with specific examples which of the following approaches or others you will use to bring 'closure' to the lesson: a) a written quiz or exit slip focused on students identifying, summarizing, providing examples of one or several main ideas of the lesson; b) an oral think-pair share activity; c) students providing feedback to you about what they liked, didn't especially like or find helpful, and what they would recommend doing in the future; d) an exciting preview of 'coming attractions' in terms of future lessons; and/or e) other.

You have been asked to provide considerable information in this INSTRUCTION section. Review the a-e prompts and the 1-5 Bolded Categories to insure that you have included all the requested information. If appropriate, clearly label and add any relevant information here.

DIFFERENTIATION

Constructive differentiation may include making adaptations to the physical environment, materials, procedures, small group composition, and various instructional and assessment strategies, among other steps. Briefly describe your plans to meet the varied needs of particular students in your classroom, including, as relevant, those with different learning styles and abilities, advanced skills, IEPs, English language proficiency or reading challenges, patterns of underperformance, physical ability concerns, etc. Using pseudonyms and referring to 3-4 students, specifically address these two prompts:

1. Explain with clear examples and rationale 1-2 accommodations that will extend and enrich the learning of SPECIFIC students who might need additional intellectual challenge/leadership responsibility to remain engaged in the lesson.
2. Explain with clear examples and rationale 1-2 accommodations that you will provide to support the learning of SPECIFIC students who you anticipate might struggle in meeting your objectives.

RATIONALE/THEORETICAL REASONING/RESEARCH

Describe, with helpful specifics, the theoretical/research basis for your instructional choices. For example, how does this lesson, as well as your learning strategies, fit in with what you know about

child/adolescent development and how individuals learn best? Seek to frame your response along these lines: "Research by X on (grouping, skill/concept development, etc.—choose what fits for your lesson) suggests the following desirable practices…..I will be incorporating these practices in this lesson (as previously discussed in this lesson plan; or in the following way….)

TECHNOLOGY INTEGRATION

Briefly explain your specific use of technology and its role in fulfilling your lesson's learning objectives. Keep in mind that integrating technology well refers to 'fits well with one's learning strategies and effectively helps achieve the targeted curricular objectives.' In the post-observation conference, be ready to comment on a) how effective you believe the technology was in advancing the quality of the lesson, b) your facility in 'operating' the technology, and c) any technology modifications you'd make in re-teaching the lesson. If you chose not to use technology in this lesson, explain in writing under this section your rationale for this decision.

INTEGRATION OF PRIOR MENTOR FEEDBACK

List up to three priority improvement areas that your mentors (cooperating teacher, supervisor) have previously indicated you need to address. Clearly explain how you intend to incorporate these improvements in this lesson. If these two preceding prompts are difficult to answer (e.g. this is your first lesson taught in a new setting), indicate 1-3 areas that your own self-assessment suggests are priority teaching areas for you to refine.