



**FIELD EXPERIENCE HANDBOOK**

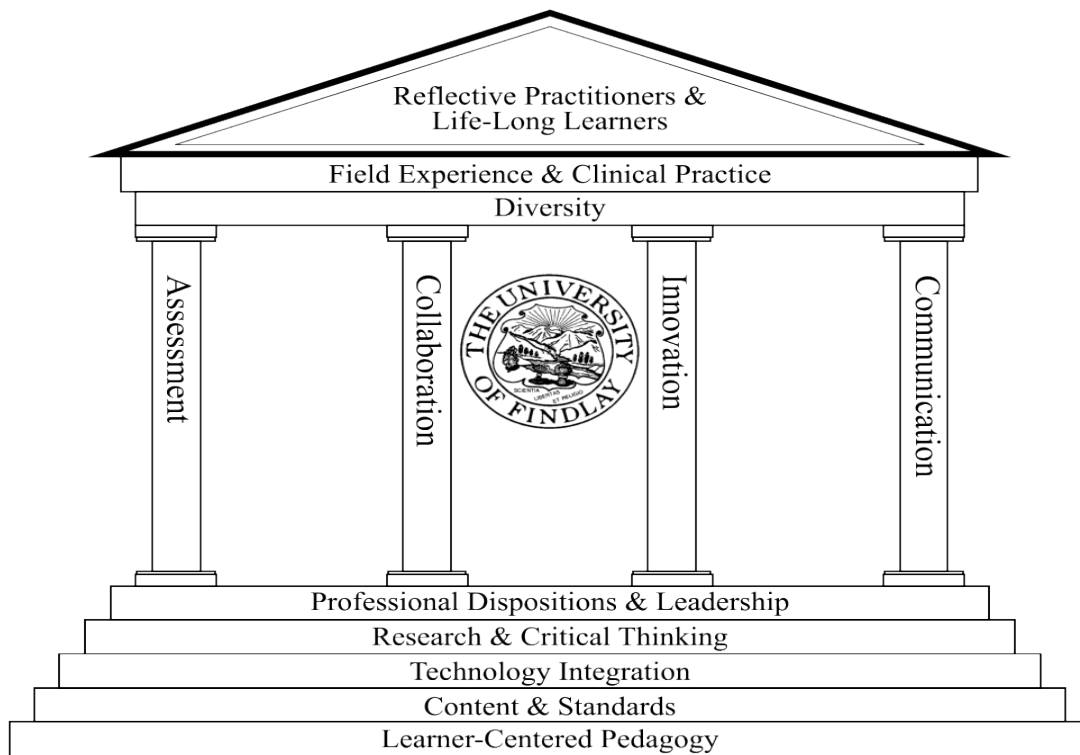
**A Reference for Future Teachers, Cooperating Teachers, and University Supervisors**

College of Education  
University of Findlay  
Findlay, Ohio

Revised: December, 2022

The University of Findlay is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, creed, color, sex, national origin or disability.

## Conceptual Framework College of Education



To facilitate the mission of the College of Education, the faculty developed a conceptual framework which reflected the philosophical and pragmatic commitment to experiential-based active learning and meaningful **clinical practice** with our P-12 schools/partners. However, due to changes both in the Higher Education and public education systems, the College of Education faculty felt compelled to revisit and refine the original framework to more closely parallel the changing needs of teacher, student teachers, licensure expectations, professional associations, accrediting bodies and P-12 public colleagues.

The University of Findlay, College of Education supports continuous, high quality **field experience and clinical practice** with **diversity** as the keystone goal. At the foundation, the College of Education faculty model effective teaching through their **professionalism**, appropriate **dispositions** and **leadership**, as well as by engaging teacher candidates in **learner-centered pedagogy**; utilizing current **content and standards** (professional and instructional); **integrating technology** into all content areas; and infusing elements of **critical thinking** and **research** (21<sup>st</sup> Century Skills). The structural pillars mirror what the faculty recognize and embrace as important within the profession of education: appropriate and timely **assessment** use; collaboration within buildings, classrooms and communities; the use of **innovation** in all aspects of teaching and learning; as well as effective **communication** skills which are pivotal for the new generation of teacher candidates and P-12 students. For the roof of the framework, the student teachers as well as the faculty must continually **reflect** upon their practices and engage in meaningful/collegial discourse, in order to learn and grow in this profession.

## **COE Mission**

The College of Education prepares outstanding, innovative, caring, reflective, and highly-qualified professionals.

## **COE Vision**

The mission of the College of Education is to prepare outstanding, innovative, caring, reflective, and highly-qualified professionals through undergraduate and graduate programs that model best practices and lifelong learning. Standards-based programs, reinforced through clinical practice, develop the knowledge, skills, and dispositions of successful teachers and reflect a commitment to excellence, scientifically-based research, learner-centered pedagogy, technology integration, innovation, collaboration, outcomes assessment, service learning, and professionalism. The College of Education is committed to continuous improvement through a data-driven, rigorous assessment system so that teacher candidates leaving its programs will be able to synthesize their knowledge, skills, and dispositions to meet standards in innovative ways. The unit's mission is to encourage teacher candidates to be sensitive and responsive to individual and cultural differences. Thus, they are engaged as change agents in collaboration with their schools and communities and positively impact P-12 student learning.

## **Philosophy Statement**

Faculty in the College of Education at the University of Findlay believe in a constructivist philosophy that lifelong learners and reflective practitioners are developed in institutions wherein:

- Engagement in inquiry, reflection, research, and assessment support the development of caring, competent, and highly-qualified teacher candidates;
- Professional programs are consistent with institutional, state, and national standards;
- There is synthesis among curriculum, instruction, and clinical practice;
- Commitment to active professional collaboration among regional P-12 communities is implemented at every program level;
- Individual differences and diversity are valued in the development of all effective instruction;
- Emphasis is placed on professional responsibility and accountability as a means of developing lifelong learners and reflective practitioners;
- Technology is an integral part of all programs.

**Notice of Non-Discrimination, Anti-Harassment, and Hostile Campus Environment Policy**

The University of Findlay strives for an environment in which all individuals are treated with respect and dignity. Each individual has the right to study and work in an atmosphere which promotes equal opportunities and prohibits discriminatory practices and harassment based upon age, race, ethnicity, national origin, color, religion, sex, gender identity, handicap, sexual orientation, genetic information, veteran or military status and physical or mental disabilities. Harassment of any kind, whether verbal, physical, or environmental, is unacceptable and will not be tolerated.

As required by state and federal law, the University does not engage in discrimination in its programs, activities and policies against students, prospective students, employees or prospective employees. The University prohibits and will not tolerate any such discrimination or harassment at its facilities, programs and activities. Inquiries about sex discrimination, sexual harassment and other questions about the application of Title IX and its implementing regulations may be referred to the Civil Rights/Title IX Coordinator, the U.S. Department of Education’s Office of Civil Rights’ Assistant Secretary, or both.

The University’s Non-Discrimination Policy can be found here:  
<https://www.findlay.edu/offices/student-affairs/title-ix/non-discrimination>

The following individuals have been designated to handle inquiries regarding the University’s Non-Discrimination Policy:

Charles Ludwig  
Civil Rights/Title IX Coordinator  
Director for Equity and Title IX  
Skylar Mettert  
(419) 434-4038  
[charles.ludwig@findlay.edu](mailto:charles.ludwig@findlay.edu)

[Office Location: Old Main Office #45, University of Findlay, 1000 N. Main Street, Findlay, OH 45840](#)

Heather Ward  
Deputy Civil Rights Coordinator  
Vice-President of Human Resources  
(419) 434-4804  
[heather.ward@findlay.edu](mailto:heather.ward@findlay.edu)  
Office Location: Old Main Office #303 A

University of Findlay Harassment Hotline  
(419) 434-6777

U.S. Department of Education’s Office for Civil Rights  
1-800-421-3481  
[ocr@ed.gov](mailto:ocr@ed.gov)

Inquiries regarding non-discrimination in employment may be directed to:

U.S. Equal Employment Opportunity Commission      800-669-4000

Ohio Civil Rights Commission   888-278-7101

## **Sex Discrimination, Sexual Harassment, and Other Forms of Sexual Misconduct; Designation of Title IX Coordinator**

Title IX prohibits the University from discrimination on the basis of sex in the education programs or activities that it operates. This prohibition extends to admission and employment. The University has adopted a policy that provides for the prompt and equitable resolution of complaints alleging any action prohibited by Title IX and explains the process that the University will use for doing so. A copy of this policy is available on the University's website at: <https://www.findlay.edu/offices/student-affairs/title-ix/title-ix-policy>.

The Title IX Coordinator has been designated and authorized to coordinate the University's efforts to address concerns relating to discrimination and harassment on the basis of sex, gender, gender identity, and sexual orientation. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person who experienced the conduct that could constitute sex discrimination or sexual harassment), at any time including non-business hours by contacting the Title IX Coordinator as follows:

Charles Ludwig  
Civil Rights/Title IX Coordinator  
Director for Equity & Title IX  
Old Main Office #45  
1000 N. Main Street  
Findlay, Ohio 45840  
Telephone: (419) 434-4038  
Email: [charles.ludwig@findlay.edu](mailto:charles.ludwig@findlay.edu)

Inquiries about Title IX may also be directed to the U.S. Department of Education's Office for Civil Rights by contacting 1-800-421-3481 or emailing [ocr@ed.gov](mailto:ocr@ed.gov).

## **College of Education's Goals and Objectives Upon completion of the Undergraduate Teacher Education Program at the University of Findlay, the Pre-service Teacher will:**

### **Organize content knowledge for student learning**

- A.1. Be familiar with relevant aspects of students' background knowledge and experiences. (OSTP 1.1, 1.2, 1.4, 1.5, 2.5, 4.2, 5.5)
- A.2. Articulate clear learning goals for the lesson that are appropriate to the students. (OSTP 1.2, 2.1, 4.1, 4.3, 6.1)
- A.3. Demonstrate the understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future. (OSTP 2.3, 2.4)
- A.4. Create or select teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson. (OSTP 1.2, 1.5, 2.1, 4.1, 4.2, 4.5, 4.7, 5.4, 5.5)

A.5. Create or select evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson. (OSTP 3.1, 3.2, 3.5)

**Disposition:** Organized: Works in systematic or efficient ways to meet the needs of all students. (INTASC 1, 2, 3, 4, 5, 6, 7, 8) (OSTP 1.2, 4.4)

### **Create an environment for student learning**

B.1. Create a climate that promotes fairness. (OSTP 1.4, 4.5, 5.1)

B.2. Establish and maintain rapport with students. (OSTP 1.4, 5.2)

B.3. Communicate challenging learning expectations to each student. (OSTP 1.5, 4.3, 4.5, 4.6, 6.1)

B.4. Establish and maintain consistent standards of classroom behavior. (OSTP 5.1, 5.5)

B.5. Make the physical environment as safe and conducive to learning as possible. (OSTP 5.2, 5.5)

**Disposition:** Learner-Centered: Focuses on student well-being and learning. (INTASC 1, 2, 3, 4, 5, 6,7) (OSTP 5.1, 5.2, 5.4, 5.5)

### **Teach for student learning**

C.1. Make learning goals and instructional procedures clear to students. (OSTP 2.2, 4.3, 6.1)

C.2. Make content comprehensible to students. (OSTP 1.2, 2.2, 3.5, 4.4, 4.5)

C.3. Encourage students to extend their thinking. (OSTP 1.3, 4.6)

C.4. Monitor students' understanding of content through a variety of means, provide feedback to students to assist learning, and adjust learning activities as the situation demands. (OSTP 2.2, 3.3, 3.4, 4.4, 5.3, 5.4)

C.5. Use instructional time effectively. (OSTP 5.3)

**Disposition:** Reflective: Reviews previous actions, events, or results to make decisions. (INTASC 9)

### **Exhibit professionalism as a teacher.**

D.1. Reflect on the extent to which the learning goals were met. (OSTP 3.3)

D.2. Demonstrate a sense of efficacy. (OSTP 1.3, 7.1)

D.3. Build professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. (OSTP 6.3, 6.4, 7.1, 7.2, 7.3)

D.4. Communicate with parents or guardians about student learning. (OSTP 3.4, 6.2)

**Disposition:** Lifelong Learner: Grows in professional and pedagogical knowledge. (OSTP 7.1, 7.2, 7.3)

### **Additional COE Objectives**

1. Student teachers will utilize technology for professional management and teaching strategies. (OSTP 4.2, 4.7, 5.3, 6.1)

2. Student teachers will apply their knowledge of research in planning for the diverse needs of children. (OSTP 1.1, 1.2, 3.3, 4.4, 4.5, 4.6, 5.1, 5.2)

3. Student teachers will foster relationships with students, colleagues, parents, and the larger community to assure student learning. (OSTP 3.4, 3.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3)

4. Student teachers will use appropriate standards in planning for students (OSTP 2.3, 4.1)

**Disposition:** Innovative: Takes new or original approaches to foster student learning. (INTASC 3, 5, 6, 8)

## Contents

COE Mission .....	3
COE Vision .....	3
College of Education’s Goals and Objectives .....	5
Introduction .....	8
Overview of Teacher Education at the University of Findlay.....	8
Congratulatory from the Dean .....	13
From the Director of Field Experience .....	13
Overview of Student Teaching.....	14
Application for Student Teaching .....	14
Requirements for Student Teaching.....	14
Policies and Procedures for Student Teaching .....	15
Placement Requirements.....	15
Student Teaching/Intercollegiate Athletics Policy.....	15
Resolution of Field Experience Problems.....	15
Roles and Responsibilities.....	16
Student Teacher Responsibilities .....	16
Cooperating Teacher’s Responsibilities.....	17
Working Relationship with the Student Teacher .....	18
Personal Attributes and Professional Responsibilities for the Student Teacher .....	19
University Supervisor's Responsibilities.....	20
Director of Field Experience Responsibilities.....	21
Licensure Code of Professional Conduct for Ohio Educators .....	22
Code of Ethics for the Profession of Education (NEA) .....	22
PRINCIPLE I .....	23
PRINCIPLE II .....	23
The University of Findlay Statement of Commitment to Professionalism: .....	24
PROFESSIONAL EXPECTATIONS.....	25
TECHNICAL STANDARDS: .....	26
Evaluation of Field Experience Performance and Placement Files.....	27
Forms to Help Field Experience Students in the Classroom.....	27
COE Lesson Plan Format: .....	27
Release Form.....	28
Guidelines for Student Teaching.....	29

## ***Introduction***

The teacher education program at the University of Findlay allows candidates the opportunity to earn a teaching license in primary education (PK to grade 5), middle childhood (grades 4-9), most subject areas of the adolescent-young adult (grades 7-12), and multi-age level (grades P-12) including special education (Intervention Specialist, mild to moderate) and TESOL (Teachers of English as a Second Language). In addition, students may add several options to their regular licensure program which can greatly enhance their employability. Primary education majors may choose to complement their license by seeking an endorsement in bilingual/multicultural TESOL, Pre-Kindergarten Special Needs (PKSN, which allows them to teach in preschool special education in public schools), and/or they can complete the special education program, and be licensed in both. The teacher candidate seeking middle childhood licensure may earn a generalist endorsement, which allows them to teach in a self-contained 4-6 grade classroom. All areas of education majors may earn endorsements in reading and bilingual/multicultural, TESOL. A Reading endorsement and Teacher Leader endorsement is available at the graduate level. All candidates are urged to select their licensure programs early and with care so that they can plan their program and course selections.

Candidates in the College of Education at the University of Findlay have the opportunity to engage in field experiences each year they are in the program. Those experiences are to ensure that education is where the candidate wants to be. The experiences build each year to make the candidate feel more comfortable in the classroom, giving them more to do each year. We can teach our education candidates the theory, and role play different situations, but they learn best when they are in a P-12 classroom. That is what we choose to do in our program. All candidates are held to high standards of conduct. They are required to have up-to-date finger prints turned in to the field office each year, have liability insurance (offered through OSEA), and are expected to be on time to their school, dress, and act appropriately.

## ***Overview of Teacher Education at the University of Findlay***

### **Undergraduate**

**First Year:** This year involves mostly observation. First year candidates in the College of Education, University of Findlay, are all registered for an introductory class in education.

1. The teacher education candidates have the Van Buren Experience. In this experience, the teacher education candidates go to a local school, Van Buren, and work with second grade students. Our candidates sit down and read with the second-grade students. They are supervised by the professor of the class where the assignment is made.
2. All education candidates must have their finger prints to the field office each year and liability insurance offered by OSEA before they go into their school.



**Second Year:** Pre-Professional semester. An application and personal data form are required from each student wishing to be placed for this experience. EDUC202 is a graded course.

1. The education student is assigned to a school for six (6) weeks, half days. This is a supervised experience.
2. They also go to an assigned area school designated as highly diverse.
3. They are required to do ten (10) hours of professional development which can include board meetings, IEP meetings, concerts, ballgames, or any activity including the students in the candidate's assigned classroom.
4. The pre-professional candidate has a list of activities that are to be completed at their assigned school.
5. All education candidates must have their finger prints to the field office each year and liability insurance offered by OSEA.

### **Expectations for Pre-Professional Students**

- Complete six weeks, half-day observations and participation in classroom.
- Participate and record ten hours of professional development activities. Submit PD log in Canvas.
- Complete the Pre-Professional Field Experience Activities form.
- Submit weekly attendance in Canvas.
- Submit the Weekly Reflection each week in Canvas.
- Email the Weekly Reflection to the supervisor.
- Share TaskStream with your supervisor and cooperating teacher.
- Teach at least two lessons, more if possible.
- The COE Lesson Plan template will be used for two formal observations.
- Schedule **two** supervisor formal observations as soon as possible.
- Dress and present yourself in a professional manner. Your appearance should not detract from the learning environment.
- Quickly learn the classroom and building practices and procedures.
- Offer to help the cooperating teacher with all classroom and building activities.
- Discuss with the cooperating teacher the areas of focus for the first weeks of the field experience.
- Work with the cooperating teacher to plan a week-to-week schedule.
- Review lesson plans with the cooperating teacher **at least a week** prior to actually teaching the lesson.
- Report any absence to the cooperating teacher, and to the supervisor, by phone, no later than 6:30 AM, **prior to your absence**. Absences in excess of two days must be made up. Excessive or unexcused absences will result in your removal from the field placement. All University holidays will be honored.

## What we ask of our Cooperating Teachers

- Discuss the candidate's progress on a regular basis, hopefully daily.
- Discuss the candidate's progress with the supervisor weekly and notify the director if there are any concerns.
- Review the candidate's lesson plans at least a week prior to the lesson being presented. Candidates are to teach two lessons, more if possible.
- Discuss with the candidate positive and negative aspects of each lesson presented.
- Complete a final evaluation. The University of Findlay uses a web-based platform called Taskstream for this evaluation. Instructions for setting up your account or re-activating a previous one, will be shared. **The access code is: UFCOOP-6DBAFC.**

## University Supervisor Responsibilities

- Schedule observations as soon as possible.
- Observe the candidate and provide feedback on a weekly basis.
- Track and comment on each candidate's Weekly Reflection. The student will share the reflections with you.
- Discuss the candidate's progress with the cooperating teacher weekly.
- Complete two formal observations. (Pre-observation conference, observation, post-observation conference.) The full COE Lesson Plan format should be used for these observations.
- Assist cooperating teachers in setting up/renewing TaskStream accounts.
- Complete the Field Experience evaluation in Taskstream.
- Complete the Dispositions evaluation in Taskstream.
- Contact the Field Experience office, if there are concerns about the candidate.
- Submit to Field Office, all required forms at the end of the field experience for each candidate.

**Third year:** Methods semester. An application and personal data form are required from each candidate wishing to be placed for this experience. EDUC302 is a graded course.

1. The education candidate is assigned to a school for a "mini" student teaching experience.
2. This experience is for six (6) weeks, supervised, all day, every day.
3. The student is required to do ten (10) hours of professional development. This can include, but is not limited to: IEP meetings, faculty meetings, concerts, ballgames, any activity involving the students, speakers on campus, or University of Findlay Ohio Student Education Association (UFOSEA).
4. Other activities may include: History Comes Alive with the Hancock County Parks, Environmental Camp with Donnell and Glenwood Middle Schools, teaching through EDUC 357 and SPED 382 at Findlay High School, teaching through EDUC 325 at a local primary school.

5. All education candidates must have their finger prints to the field office each year and liability insurance offered by OSEA.

### **Expectations for Methods Students**

- Complete six weeks all-day every day field experience.
- Submit weekly attendance and a brief reflection each week in Canvas.
- Share TaskStream with your supervisor and cooperating teacher.
- Participate and record ten hours of professional development activities. Submit PD log and Methods Field Experience Activities checklist.
- Write and teach a **minimum** of six lessons in your content area and complete the reflection of the lesson you teach. The COE Lesson Plan template that must be used for the **two** supervisor observed lessons can be found in Canvas.
- Schedule your **two** supervisor formal observations as soon as possible.
- Dress and present yourself in a professional manner. Your appearance should not detract from the learning environment.
- Quickly learn the classroom and building practices and procedures.
- Offer to help your cooperating teacher with all classroom and building activities.
- Discuss with the cooperating teacher the areas of focus for the first weeks of the field experience.
- Work with the cooperating teacher to plan a week-to-week schedule.
- Review your lesson plans with the cooperating teacher **at least** one week prior to actually teaching the lesson.
- Report any absence to the cooperating teacher **and** to your supervisor either prior to the day you will miss or by 6:30 AM the day of the absence. Students missing class for illness are responsible for submitting lesson plans to your cooperating teacher, if you were scheduled to teach on the day of your absence. Unexcused absences in excess of two days must be made up. Excessive or unexcused absences will result in your removal from the field placement. All University holidays will be honored, including spring break.

### **What we ask of our Cooperating Teachers**

- Review the student's lesson plans prior to the lesson being presented. Students are to teach a minimum of six lessons.
- Discuss with your UF student any observations of each lesson. Provide the strengths and areas for improvement for each lesson. Where practical, provide alternative approaches or suggestions, based on your experience as a classroom teacher.
- Complete a final evaluation for your UF student. The University of Findlay uses a web-based platform called Taskstream for this evaluation. Instructions for setting up your account or re-activating a previous one, will be shared.

**The access code is: UFCOOP-6DBAFC.**

## University Supervisor Responsibilities

- Schedule observations as soon as possible.
- Observe the candidate and provide feedback on a weekly basis.
- Track and comment on each candidate's Weekly Reflection. The student will share the reflections with you.
- Discuss the candidate's progress with the cooperating teacher weekly.
- Complete two formal observations. (Pre-observation conference, observation, post-observation conference.) The full COE Lesson Plan format should be used for these observations.
- Assist cooperating teachers in setting up/renewing TaskStream accounts.
- Complete the Field Experience evaluation in Taskstream.
- Complete the Dispositions evaluation in Taskstream.
- Contact the Field Experience office, if there are concerns about the candidate.
- Submit to Field Office, all required forms at the end of the field experience for each candidate.

## Additional Field Experiences

Candidates in EDUC 325 are required to participate in field-based literacy events held at local elementary schools and our community children's museum. These activities call for direct application of knowledge and skills learned in class and allow our candidates to observe and work with these concepts in context.

An opportunity to observe and implement effective teaching occurs in our Clubhouse literacy outreach program. All Early Childhood, Middle Childhood, and Intervention Specialist candidates enrolled in EDUC 423: Integrated Reading Assessment and Instruction are actively engaged in working with area grades one through nine students. Working in the Clubhouse Reading Center, candidates administer a reading assessment to each assigned child, analyze the results, and use relevant data to create targeted lessons designed to improve the child's reading skills and needs. Course requirements include writing and submitting a series of lesson plans showing a true progression of learning for each child using best practice, research-based teaching strategies. Since they work in co-tutoring teams, they also observe others teaching effective strategies with children on a weekly basis.

**Fourth Year:** Student teaching. An application and personal data form are required. Applications are due **January 1 to be placed for fall semester**. Applications are due **August 1 to be placed for spring semester**. This is a full semester supervised experience, all day every day, using the assigned school's calendar.

## ***Congratulations from the Dean***

Dear Student Teachers,

Congratulations student teachers! You have made it to the final field experience where you can apply the knowledge, skills and dispositions you have attained over your college career.

Remember the impact that you have on children, you truly make a difference. You have the ability to inspire and motivate students to reach their potential. In the words of Ralph Waldo Emerson, “The great teacher is not the man who supplies the most facts, but the one in whose presence we become different people.” Always be a learner and model what you want your students to do in the classroom.

I also hope that you live the mission of The College of Education in being an outstanding, innovative, caring, competent, reflective and highly qualified professional. It is our responsibility as teachers to see what works and to differentiate our instruction. Teaching is a truly rewarding profession and you never know where your influence will end.

Again, congratulations on your student teaching experience to come. We are very proud to call you University of Findlay students and know that you will represent us well.

Enjoy teaching,

Dr. Julie McIntosh

## **From the Director of Field Experience**

Dear Student Teachers,

Congratulations! You are one step closer to your own classroom. Make the most of this opportunity. Observe and reflect. Notice the details. Pay attention to the small stuff. Those nuances create the learning environment. You will enhance that environment.

As you take over the teaching responsibilities make the lessons your own. Your cooperating teacher and supervisor will support you.

You will work harder than expected. You will be tired at the end of the day. Then, you will go to bed knowing you made a difference. It is worth the work.

Here’s to success,

Shelly Gilbert

### ***Overview of Student Teaching***

Student teaching is the culminating professional experience in the pre-service education of teachers. Area schools that have a close relationship with the University of Findlay are selected as student teaching sites by the Director of Field Experience. Cooperating teachers must be recognized, capable mentor teachers who are approved by the building principal with certification/licensure in the licensure area that the student teacher is seeking and a minimum of three (3) years teaching experience.

Student teachers will be expected to be in the cooperating school for a semester following the cooperating teacher's daily schedule. Student teachers should not plan to enroll in any coursework during the school day.

The College of Education reserves the right to remove a student teacher from student teaching if the student teacher is not making satisfactory progress or has a dispositional issue. If problems occur, the Director of Field Experiences is to be notified immediately. The procedure for resolution of field experience problems is on page 16.

Student teachers will be evaluated on a satisfactory (S) or unsatisfactory (U) basis. This evaluation is done by the cooperating teacher and the university supervisor, although the final responsibility for the evaluation lies with the university supervisor. Student teachers will also be provided narrative and quantitative feedback regarding their performance throughout their student teaching experience.

### ***Application for Student Teaching***

All student teachers must submit a Personal Data Form and Student Teaching Application by January 1 for the fall semester and August 1 for spring.

<https://www.findlay.edu/intranet/colleges/education/student-teachers>

During the semester preceding their requested term of student teaching, records will be reviewed by the Licensure Officer and the Director of Field Experiences. If all requirements have not been met, the student teacher will be notified. If all requirements have been met, the student teacher's application for student teaching will be processed.

If a student teacher is denied permission to student teach, a review can be requested. This request, in writing, must be made to the Dean of the College of Education. Upon receiving this written request, the Dean will convene a meeting of the Director of Field Experience, the student teacher's advisor, and the student teacher's area program director.

NOTE: All recommendations and evaluations are open for student inspection.

### ***Requirements for Student Teaching***

1. A minimum GPA of 2.75.
2. Successfully completed all prior levels of the College of Education Assessment Plan.

3. Satisfactory completion of all required courses for the major with a grade of “C” or better.

## ***Policies and Procedures for Student Teaching***

### **Placement Requirements**

1. Applications must be on file by January 1 for the following fall semester and August 1 for the following spring semester.
2. Placement is the responsibility of the Director of Field Experience.
3. Student teachers will be placed within a 50-mile radius of Findlay. Exceptions will be considered by the Director of Field Experience.
4. Prior to the start of student teaching, the student teacher will meet with the cooperating teacher and the university supervisor.
5. All student teachers must have professional liability insurance. This is offered through OSEA.
6. All student teachers follow the calendar of the assigned school.

### **Student Teaching/Intercollegiate Athletics Policy**

Student teachers will be excused to take part in intercollegiate athletic contests. Student-athletes will share game schedules with the cooperating teacher and university supervisor prior to the start of student teaching.

### **Resolution of Field Experience Problems**

1. Any party involved in a field experience at the University of Findlay, (student, cooperating teacher, or university supervisor) may call for resolution of a field experience problem. This will be done by contacting the Director of Field Experience at the University of Findlay and presenting the perceived problem in written form. At no time will the decision to reassign or remove the candidate be made by one person.
2. The Director will initiate an immediate review of the problem by contacting the building principal of the participating school to share the review procedure.
3. The preliminary review procedure will require the Director to meet with relevant parties, including the candidate, in an attempt to resolve the problem. Should the problem not be resolved through this process, a formal review will be undertaken.
  - a. The formal review will include the Director, the candidate, the candidate’s academic advisor, and the university supervisor. The Director will organize the meeting within three (3) days and the candidate may be placed in a holding situation pending the review.
  - b. The decision resolving the problem will be forwarded in writing to all participants of the review process and the Dean of the College of Education. One of the following actions may be recommended:
    - Return to current placement and resume with a plan for correction and evaluation; or
    - Removal from school site with reassignment to another site; or
    - Removal from school site with requirement to complete remedial work prior to another field experience; or
    - Dismissal from any field experience until evidence is presented to the Director that the problem has been corrected and a return to field experience is warranted; or
    - On a case-by-case basis, any combination of these may be prescribed or other actions may be considered

- c. Any teacher education candidate who wishes to appeal a decision may submit a written appeal to the Dean of the College of Education. The Dean will respond in writing with a decision within three (3) days. Any decision resulting from the formal review by the Dean will be binding on all parties.
4. The decision set forth by the Dean will be signed by the Dean of the College of Education, with acknowledgment signatures by the Director, and the University Supervisor. The candidate's signature will be requested to acknowledge that he or she is in receipt and understands the decision.

## ***Roles and Responsibilities***

### **Student Teacher Responsibilities**

The student teacher should realize that a sincere effort is being made to provide an opportunity to gain practical experience under the expert guidance of a teacher who has had successful teaching experience. The student teacher is responsible for:

1. Acquainting the cooperating teacher with background, interests, and ambitions.
2. Being a courteous guest, conforming in general to the mores and customs found in the school.
3. Using good judgment regarding dress and personal habits. Maintain appropriate and professional posts on social media.
4. Refraining from gossip, holding information about students and home situations in strict confidence.
5. Becoming acquainted with the professional, clerical, and service personnel in the school.
6. Rapidly learning the names of pupils.
7. Taking the initiative in seeking help from the cooperating teacher and university supervisor.
8. Meeting all responsibilities promptly and effectively.
9. Notifying the cooperating teacher and university supervisor should an emergency arise which forces absence from school.
10. Being prepared to take over the class at any time.
11. Becoming familiar with long-range and unit plans currently being used by the cooperating teacher.
12. Completing daily lesson plans for use in teaching and making them available to the cooperating teacher for examination, feedback, and revision **one (1) week in advance**.
13. Making lesson plans available to the supervisor when observed. Formal observations require the full COE Lesson Plan.
14. Participating in activities during school hours, such as hall monitoring, lunch room and study hall supervision, faculty meetings, and club meetings.
15. Assisting with activities beyond school hours on a limited basis such as: attending an athletic event, dramatic production, parent conference, PTO/A meeting, or preparing instructional materials for use on the following day.
16. Attending conferences with the cooperating teacher and university supervisor when scheduled.
17. Continuously reflecting on work as a student teacher, striving for improvement.



18. Showing readiness to assume increasing responsibility so that by no later than the fourth week, full responsibility is assumed (suggest easing in and out timeframe).

The expectations provided to the student teacher are as follows:

### **STUDENT TEACHERS**

1. Log at least ten (10) hours of professional development. Submit in Canvas.
2. Student teach for the full semester following the schedule of the assigned school.
3. Dress as a professional educator.
4. Maintain appropriate and professional posts on social media.
5. Give the supervisor a school schedule (bell schedule and/or your teacher's schedule).
6. Discuss your progress with your cooperating teacher on a regular basis and with your supervisor on a weekly basis.
7. Attend the Student Teacher Celebration Dinner.

### **Cooperating Teacher's Responsibilities**

The cooperating teacher is a classroom teacher in a school who accepts, willingly, the responsibility for daily guidance of a student teacher. This individual occupies the key role in making the student teacher's experience a successful and satisfying one. The most effective cooperating teacher is one who has a contagious enthusiasm for teaching and demonstrates essential skills in human relations, content knowledge, teaching techniques, high-quality daily and long-range planning.

Effective and frequent supervision of the student teacher is advised. The cooperating teacher has continuing responsibility for control of the classroom. The cooperating teacher is responsible for:

1. Acquiring understanding of the university program and its general philosophy and objectives.
2. Becoming acquainted with the background of the student teacher, including family, educational background, strengths and weaknesses of the student teacher.
3. Creating a friendly atmosphere conducive to the harmonious working relationship with a student teacher by seeking mutual understanding and respect for one another.
4. Orienting the student teacher to the school as a whole, including teaching staff, pupils, clerical staff and service personnel. In addition, familiarity with the school plant, available instructional facilities, the location of teaching materials and community characteristics would also be helpful.
5. Orienting the student teacher to the work of the classroom. This includes helping the student understand the curriculum pattern and long-range plans for the particular group of pupils, as well as the current unit and daily plans for lessons.

6. Finding ways for the student teacher to assist in the classroom as soon as possible after arrival so they can feel useful and a part of the ongoing program in the classroom.
7. Gradually increase opportunities for the student teacher to assume responsibility for teaching. In student teaching the student teacher should be given complete responsibility for the work of the class as early as the cooperating teacher feels such can be accomplished. A schedule for assuming responsibilities should be developed in the first week and then the schedule can be adjusted as needed.
8. In the event of a work stoppage in a particular school brought about through the action of teachers, the student teacher is directed to return to campus.
9. Observing the student as they teach and providing written feedback on performance.
10. Meeting with the student teacher daily to exchange ideas, provide feedback, and plan.
11. At the middle of the experience, and near the end of the experience, the cooperating teacher should discuss with the student teacher the criteria used in evaluation. The mid-term evaluation is critical so the student teacher will have opportunity to improve prior to the final evaluation.

**The university supervisor must be notified immediately if a problem exists with the student teacher not performing to the expectation of the cooperating teacher, school administrators, or community. If the problem cannot be resolved to the satisfaction of all concerned, the student teacher may be removed from this student teaching assignment.**

The expectations provided to the cooperating teacher are as follows:

### **What we ask of our Cooperating Teachers**

1. Discuss the candidate's progress on a regular basis, hopefully daily.
2. Discuss the candidate's progress with the supervisor weekly.
3. Complete the mid-term evaluation. This will be done in cooperation with the supervisor and the student teacher.
4. Complete and submit an online final evaluation for the candidate by the end of the semester. The Key Code for the TaskStream evaluation (new or renew) is **UFCOOP-6DBAFC**
5. Complete and submit a cooperating teacher online survey by the end of the semester.
6. If possible, attend the Student Teacher Celebration Dinner. You will receive an invitation by email.

### ***Working Relationship with the Student Teacher***

The relationship between student teacher and cooperating teacher is crucial to a successful student teaching experience. Cooperating teachers act as both supervisors and instructors. They make a commitment to the student teacher, and they have a commitment to their students to ensure their learning. They expect the student teacher to be eager to learn and to be motivated to work diligently and provide positive learning experiences for the students. The cooperating teacher models good teaching practices, orients the student teacher to the classroom, and provides feedback about teaching. It is important to arrange a regular meeting time (preferably

daily) to provide the opportunity for exchange of ideas, review of lessons and materials, and constructive feedback. The cooperating teacher will provide written observations of teaching. Student teaching must in no way detract from quality education for the classroom students; in fact, the student teacher should bring benefits to the pupils and the teacher. The student teacher is a colleague in the classroom and must be keenly aware of the greater experience and responsibilities of the cooperating teacher. The following must be observed:

1. The cooperating teacher has legal control and responsibility for the class and should remain in the classroom.
2. The cooperating teacher and the student teacher should respect the professional rights and personal dignity of one another.
3. If the student teacher feels he/she is having difficulty in a situation, he/she must first consult the cooperating teacher. If the results are not satisfactory, then consult his/her university supervisor.
4. The student teacher must accept the cooperating teacher's decisions and respect his/her opinions concerning the materials to be covered and methods of presentation.
5. The student teacher must know clearly what is expected of him/her and complete cooperation must be established.
6. The cooperating teacher should be eager to help the student teacher, so suggestions and criticisms should be accepted by the student teacher with this in mind.
7. The student teacher must support the cooperating teacher in matters of discipline.
8. The student teacher must have lesson plans checked by the cooperating teacher a week in advance.
9. The student teacher must cheerfully do any task to aid the cooperating teacher in conducting the class.
10. The student teacher must give due credit to the cooperating teacher for all assistance rendered.

### ***Personal Attributes and Professional Responsibilities for the Student Teacher***

Good human relations with co-workers are essential. For example, the basic organization of schools requires teachers to work together, share materials, equipment, and facilities. Failure to establish good working relationships will result in problems. Poor human relations among teachers can have detrimental effects on students. Therefore, the teacher candidate is expected to strive for the following:

1. Respect those with whom he/she works; that is, the cooperating teacher, the principal, other teachers, custodians, lunchroom personnel and other student teachers.
2. Remember that student teaching is a learning experience and be willing and eager to receive suggestions and carry them out.
3. All teacher candidates must be active members of an education organization that provides liability insurance. Further, teacher candidates should acquaint themselves with the various professional organizations and professional literature in his/her area of specialization.
4. Adapt behavior and practice to the teaching situation at hand.
5. Demonstrate genuine pride in the teaching profession.
6. Know the legal responsibilities of teachers and act according to the code of ethics including maintaining appropriate and professional posts on social media.

7. Strive to broaden knowledge and be well informed on current events.
8. Attend and participate in the non-classroom duties of his/her cooperating teacher.
9. Display a democratic and respectful attitude toward all students and their family members.

Portions of the preceding material have been adapted from that prepared by Dr. Raleigh Schorling and Dean James B. Edmondson of the University of Michigan and Dr. Robert L. Gervais and Mr. Delos A. Dittburner of the University of Wyoming.

### ***University Supervisor's Responsibilities***

The university supervisors are members of the university faculty who assume responsibility for supervising the activities of the student teacher. Student teaching is, like all new experiences, stressful and the university supervisor is there to provide moral support. Supervisors assist in the transition from teacher candidate to teacher. They work as a close associate of the Director of Field Experience and are expected to keep the Director fully informed and to spend as much time as possible in the school. The university supervisors are responsible for:

1. Visiting the classroom to observe and provide constructive feedback in which they will make recommendations and acknowledge both strengths and weaknesses.
2. Promoting a thorough understanding of the student teacher performance through conferences with principals, cooperating teachers, and student teachers.
3. Holding an orientation conference prior to the beginning of each field experience.
4. Becoming familiar with the background education and experience of each student teacher.
5. Assisting the Director of Field Experience and school administrator in the selection of cooperating teachers and the placement of student teachers.
6. Supervising the student teacher with sufficient frequency (minimum of twelve (12) visits during the semester) to secure a reasonably accurate appraisal of the student's competence as a prospective teacher.
7. Conferring with the cooperating teacher relative to the evaluation of the student teacher's work.
8. Helping to plan strategies to overcome any weaknesses.
9. Problem-solving for areas such as developing materials, interacting with students, planning for individual differences of students, managing behavior, and determining instructional methods.
10. Serving as a source of emergency help, so the student teacher or cooperating teacher should never hesitate to call them.

The expectations provided to the supervisors are as follows:

### **University Supervisor Responsibilities**

1. Observe the candidate and provide feedback on a **weekly** basis.
2. Discuss the candidate's progress with the cooperating teacher each week.
3. Complete and give to the Director a mid-term evaluation for the candidate. This will be done in cooperation with the cooperating teacher and student teacher using the consensus form.

4. Assist cooperating teachers in creating or renewing TaskStream accounts.
5. Complete and submit an online final evaluation for the candidate by the end of the semester.
6. If possible, attend the Student Teacher Celebration Dinner.

### ***Director of Field Experience Responsibilities***

The Director of Field Experience is responsible for continuously seeking to develop a high-quality program of professional classroom experiences as an integral part of the university's program in teacher education. It is the director's responsibility to counsel with university personnel, public school administrators and teachers, and university students in an effort to affect the kind of student teaching program that will be conducive to the improvement of the educational programs of both the university and school systems. Some of the specific duties of the director are:

1. Selecting field experience sites according to established criteria.
2. Selecting, with advice of school administrators and experienced university supervisors, the teachers who shall assume responsibility for guiding the students' field experiences and related classroom experiences of teacher education students.
3. Counseling with students in the various teacher education curricula relative to their plans for teaching, becoming familiar with their backgrounds, assembling records, and placing each field experience student with a well-qualified cooperating teacher with whom a genuine partnership in learning can reasonably be expected to result.
4. Orienting field experience students to the school systems in which they will work and to their responsibilities as field experience students in that school system.
5. Orienting cooperating school personnel, both administrative and teaching, to the teacher education program of the university and to their role in that program, as well as to the benefits the cooperating school may derive from its participation.
6. Providing materials to be used in evaluation of the field experience student's work and participating in conferences with cooperating teachers relative to evaluation, particularly in the problem cases.
7. Directing the university supervisory program, including participation in selection of supervisory staff, determining the amount of supervision to be done and scheduling such supervision, and securing the respective evaluations of the various field experience situations.
8. Maintaining an accurate record of all field experience assignments, pending and completed, from which statistical data may be compiled with reasonable accuracy and speed.
9. Maintaining consistently good public relations with P-12 school and university personnel involved in the teacher education program.
10. Know the legal responsibilities of teachers and act according to the code of ethics including maintaining appropriate and professional posts on social media.
11. Strive to broaden knowledge and be well informed on current events.

*Teachers' Duty to Report to Children Services*

**Ohio Revised Code Section 2151.421 (Key Provisions)**

A.1. (a) — Duty to Report

Persons in certain official positions who know or suspect that abuse or neglect has occurred to a child under eighteen (18) or mentally retarded, developmentally disabled or physically impaired child under age twenty-one (21) shall immediately report that knowledge or suspicion to the county public children services agency or the municipal or county peace officer in the county in which the child lives.

A.1. (b) — People Required to Report

Total of twenty-two (22) are listed including licensed school psychologist, speech pathologist, or audiologist, school teacher, school employee, or school authority.

G.1 — Immunity for Making Report

Persons making the report or participating in the investigation IN GOOD FAITH are immune from civil or criminal liability.

[Licensure Code of Professional Conduct for Ohio Educators](#)

***Code of Ethics for the Profession of Education (NEA)***

*Preamble*

*The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.*

*The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.*

*The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.*

## **PRINCIPLE I**

### **COMMITMENT TO THE STUDENT**

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator—

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
  - a. Exclude any student from participation in any program
  - b. Deny benefits to any student
  - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

## **PRINCIPLE II**

### **COMMITMENT TO THE PROFESSION**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator—

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

*Adopted by the NEA 1975 Representative Assembly*

***The University of Findlay Statement of Commitment to Professionalism:  
Statement of Commitment to Teaching Professionalism***

As I enter into the profession of education, I, «First\_Name» «Last\_Name», commit to exercise sound professional judgment; to uphold personal and professional integrity; and to conduct myself in a competent, trustworthy, and law-abiding manner.

**I am committed** to continually reflect upon my practices and provide a safe and caring classroom, appropriate lessons, and multiple opportunities for my students to become engaged as responsible citizens in their rapidly changing global communities.

**I am committed** to engage in lifelong learning to equip my students for meaningful lives and productive careers.

**I promise** to do no harm to children and to respect, protect, and nurture the dignity, worth and unique potential of each student.

**I promise** to do what is right and best for the safety and well-being of my students.





## ***PROFESSIONAL EXPECTATIONS***

University of Findlay  
College of Education

A major component of The University of Findlay teacher education program is its emphasis on the recognition and development of the personal and professional dispositions that reflect a commitment to excellence in teaching. We have identified those dispositions we believe are important, can be recognized in classes and field placements, and will be assessed throughout the education program. We believe all teachers should be:

-knowledgeable	-prepared	-responsible	-organized	-creative	-consistent
-positive	-caring	-motivated	-open-minded	-fair	-collaborative
-understanding	-flexible	-innovative	-enthusiastic	-patient	-respectful
-a good communicator	-competent	-ethical	-a good listener	-reflective	-dedicated

All teachers are in a position to be among the most influential adults in the lives of many individuals – students and colleagues. Prospective teachers see themselves as professionals starting with their first course in education. Professional dispositions are increasingly evident during the time an individual is preparing to enter the classroom.

A number of professional behaviors suggest an individual will perform well in the school setting and will emerge as a teacher leader. These behaviors include, but are not limited to:

- consistent class attendance
- active class and field experience participation
- maintenance of professional confidentiality
- prompt completion of all assignments
- engagement in a variety of related field experiences
- demonstration of sensitivity to diversity and exceptionality
- demonstration of knowledge of education-related issues and research
- demonstration of knowledge of community, state, national and international events and their impact on the field of education
- building collegiality and contributing to group tasks
- involvement in professional organizations and activities
- adherence to state, local, and national laws and school regulations
- appreciation for a range of world views
- demonstration of knowledge and enthusiasm in working with a range of diverse learners

The College of Education has instituted an ongoing, formal assessment process by which field experience cooperating teachers, university supervisors, and the University of Findlay faculty provide feedback to individuals in these areas of knowledge, skills, and dispositions.

As I enter into the profession of education, I, \_\_\_\_\_, commit to exercise sound professional judgment; to uphold personal and professional integrity; and to conduct myself in a competent, trustworthy, and law-abiding manner.

**I am committed** to continually reflect upon my practices and provide a safe and caring classroom, appropriate lessons, and multiple opportunities for my students to become engaged as responsible citizens in their rapidly changing global communities.

**I am committed** to engage in lifelong learning to equip my students for meaningful lives and productive careers.

**I promise** to do no harm to children and to respect, protect, and nurture the dignity, worth and unique potential of each student.

**I promise** to do what is right and best for the safety and well-being of my students.

### ***TECHNICAL STANDARDS:***

To be successful in the education field, candidates should be aware that the ability to meet the following technical standards is continuously assessed. Many of these skills cannot be objectively assessed in the college classroom setting. Therefore, evaluation of performance in field experiences will be utilized to assess a candidate's performance as it relates to behavioral and social attributes in the PK-12 environment. Candidates in the education program need to demonstrate the abilities and skills in the following domains. Candidates must be able to independently, with or without accommodation, meet the following core performance standards:

**Observation:** Actively participate in observation, evaluation, and application of appropriate educational techniques to the classroom setting.

**Communication skills:** Use verbal and written communication skills effectively and sensitively with students, parents, and colleagues, including individuals from different cultural and social backgrounds, and in stressful situations; this includes, but is not limited to, the ability to establish rapport with others and communicate judgments and information effectively.

**Intellectual, Conceptual, Integrative and Quantitative Abilities:** Use problem solving, critical reasoning, technology appropriate for the level of the learners, and appropriate evaluation methods to meet the needs of students in the classroom. Demonstrate ability to react to events decisively, effectively, and without prior planning. Candidates must be able to make decisions that provide for the care and welfare of all PK-12 students.

**Behavioral and Social Attributes:** Demonstrate appropriate self-awareness to allow them to practice and function in a variety of situations requiring good judgment and ethical decision-making. Behave with integrity, respect, compassion, tolerance and acceptance of others during interactions with peers, faculty and other members of the community at all times. Demonstrate flexibility regarding the demands of the curriculum and in managing disruptions in and outside of the classroom.

**Ethics and Professionalism:** Adhere to ethical standards set forth by the university and department, exercise good judgment, and relate to others with compassion, maturity and respect. Complete annual background checks and participate in professional development. Maintain personal appearance and hygiene that is appropriate for the professional setting. Candidates must supervise PK-12 students in their care at all times.

### **Request for Accommodations:**

Candidates with disabilities are welcome to request appropriate accommodation(s) through The Office of Accommodation and Inclusion (345 Old Main, 419-434-5532). The University will provide reasonable accommodations as long as it does not fundamentally alter the nature of the program and does not pose undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the education process. Reasonable accommodations will be considered on a case by case basis for individuals who meet eligibility under applicable statutes. A candidate seeking an accommodation may do so by contacting The Office of Accommodation and Inclusion. Appropriate accommodations will be discussed and evaluated through the Office of Accommodation and Inclusion. If an accommodation is not considered reasonable, the candidate may not be able to complete all components of the program.

*I have read and accepted the technical standards for the College of Education listed above. To the best of my knowledge, I believe I will be able to meet the standards with\* or without accommodations.*

## **Evaluation of Field Experience Performance and Placement Files**

From the Cooperating Teacher: Mid-term (for student teachers) and final evaluations are required. A mid-term form is included in this handbook and the final evaluation must be submitted on-line.

From the University Supervisor: Mid-term (for student teachers) and final evaluations are required. Final evaluations must be submitted on-line. The university supervisor reports weekly to the Director about supervisory visits made during the week. Personal conferences between the university supervisors and the Director serve to heighten awareness of the progress of teacher education student teachers.

The Family Education Rights and Privacy Act of 1974 (Public Law 93-380) became effective November 19, 1974. Therefore, student teachers will have the opportunity to request evaluations be placed in their Placement File or withheld from it. This will apply to those signed and submitted by the classroom cooperating teacher and the university supervisor.

It is suggested the student teacher request a letter of recommendation or a reference from the cooperating teacher. Prospective employers will probably be influenced more by this recommendation than by any other. The Family Rights and Privacy Act allow student teachers to select who shall contribute to their placement files.

Nothing can be placed in these files without their permission. Therefore, student teachers must take the initiative to request the cooperating teacher and/or the University supervisor submit a reference form (provided by the Career Planning and Placement Center).

## **Forms to Help Field Experience Students in the Classroom**

### ***COE Lesson Plan Format:***

The lesson plan template, professional development log sheet, application for student teaching, and personal data sheet can be found at:

<https://www.findlay.edu/intranet/colleges/education/student-teachers>

***Release Form***

Parental permission is required to include a child in the activities that are taped. Most schools have their own. A sample release form follows if needed.

**Release Agreement  
Teacher Education  
University of Findlay**

I understand that College of Education is videotaping a University of Findlay student teacher in a classroom in which my child (name) \_\_\_\_\_ is participating, and I authorize you to use my child's voice or likenesses in the program, film, or tape.

This program will be used by the student teacher to analyze their teaching. The student teacher may also decide to use this video as part of their portfolio to show potential employers. Please check the use for which you will give permission. I expect no monetary compensation from this agreement unless specific written agreements for such compensation are attached at the time of this agreement. I further release The University of Findlay from any responsibility of liability for the foregoing.

Purpose:    \_\_\_ Teaching Analysis    \_\_\_ Portfolio

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

## ***Guidelines for Student Teaching***

### ATTENDANCE

Student teachers are responsible for calling the cooperating teacher **and** the University supervisor on the days they must be absent from the student teaching assignment. Absences **must** be kept to a minimum.

### ATTENDING SCHOOL FUNCTIONS

Student teachers are expected to attend school functions.

### CALENDAR TO BE FOLLOWED BY STUDENT TEACHER

Student teachers will follow the calendar governing the school district in which they are assigned.

### CONFERENCES

Cooperating teachers should schedule at least two conferences weekly with the student teacher to discuss their progress. During the weekly visit, the supervisor will confer with both the cooperating teacher and student teacher. This may be done separately or together.

The mid-term conference (to discuss the mid-term evaluation) should be arranged as close to the end of the seventh week as possible.

Supervisors are available and can quickly arrange to meet when necessary. This is in addition to their weekly visit.

### DAILY TEACHING SCHEDULE

A daily teaching schedule must be given to the supervisor **before or during the first visit**. In addition to the subjects being taught, be sure to list the times and days for non-classroom activities like recess, study hall, hall duty, lunchroom duty, etc.

### EVALUATING THE STUDENT TEACHERS

Two formal evaluations will be completed by both the cooperating teacher and the supervisor:

1. Mid-Term Evaluation (cooperating teacher, student teacher, and supervisor will complete this together.)
2. Final evaluation (completed separately by the cooperating teacher and supervisor on-line)

It is desirable for the cooperating teacher and the student teacher to have regular conferences in which strengths and weaknesses are discussed, even though a written evaluation is not completed.

### LESSON PLANS

The student teacher will have lesson plans ready **at least one week** in advance to allow

the cooperating teacher time to suggest changes prior to actually teaching any lessons. The student teacher should reflect on lessons taught. Initially, lesson plans are to be written in detail. As more subjects and teaching activities are assumed by the student teacher, lesson plans may become less detailed and will eventually take the form used by the cooperating teacher. Two formal lesson observations will be conducted by the university supervisor. For these two lessons the COE Lesson Plan format **must** be used.

#### RESPONSIBILITIES FOR STUDENT TEACHER, IF TIME PERMITS

If possible – as time, routines, and classroom space permit – candidates may be given the opportunity to take responsibility for the following:

1. Developing provisions for individual differences.
2. Devising and implementing a discipline plan.
3. Utilizing self-constructed, creative materials such as games, activities, learning boards, and other motivational or reinforcement strategies.
4. Planning field trips and arranging guest presenters.
5. Taking care of all details related to getting extra materials and equipment for lessons.

#### SEMINARS FOR STUDENT TEACHERS (ATTENDANCE REQUIRED)

Student teaching seminars are embedded into the Capstone class.

#### CELEBRATION OF STUDENT TEACHERS

The student teaching dinner will be Tuesday, April 25 from 6-7:30 in the AMU Great Hall. Cooperating teachers, supervisors, and COE faculty and staff will celebrate your accomplishments.

#### SUBSTITUTE TEACHERS

If the law allows, student teachers may serve as a substitute **in their placement**. They are not to be pulled into other classrooms to serve as a substitute.

#### SUGGESTED TIME LINE

Week 1: **Minimum** – responsible for observation, learning names, incidental lessons, bulletin boards, supplemental instruction etc.

Week 2: **Minimum** – responsible for at least one subject and/or class period.

Week 3-4: **Minimum** – responsible for a half-day of teaching activities.

Week 4-5: **Minimum** – responsible for all teaching activities. Student teachers should have full-time teaching responsibility for at least 4-6 weeks.

After 4-6 weeks of teaching, the cooperating teacher and student teacher can work together to formulate a plan for the student teacher to slowly relinquish control of classes back to the cooperating teacher.

If possible, the student teacher should be given the opportunity to visit other classrooms to broaden experiences with different age groups and subject areas.

