



# **School of Education 2020-2021**

## **Handbook**

All candidates in the School of Education are expected to review and abide by the most current version of the Education Handbook.

**Franklin University | 201 South Grant Ave | Columbus, OH 43215**



***PREPARING EDUCATORS WHO WELCOME ALL LEARNERS, EXPECT HIGH OUTCOMES, AND INSPIRE GREATNESS IN ALL STUDENTS***

The School of Education intends to ensure, to the greatest extent possible, a teacher preparation program that produces effective entry year teachers for the 21<sup>st</sup> century.

Effective teachers must understand the processes and strategies students use to construct knowledge, and use this understanding and a variety of research-based instructional strategies to create learning activities appropriate for students' ages, abilities and learning styles. They understand the impact of students' backgrounds and experiences on their learning and connect instruction to students' needs, interest, and prior knowledge. Our professional courses, pedagogical courses and clinical fieldwork provide opportunities to meet the challenge of high expectations, where teacher candidates learn to reflect upon best practices.

Effective teachers have a deep knowledge of the content they teach and demonstrate an understanding of content specific practices, processes, and vocabulary. This content knowledge is essential for teachers to have the power to affect student learning and achievement positively and allows them to sequence content for learning effectively. This in turn establishes the framework to maximize student learning through structured differentiated opportunities for student remediation, reinforcement, or acceleration. Effective teachers make content meaningful, relevant and applicable to students by making connections between the content they teach and other content areas, real life experiences, and career opportunities.

Effective teachers create a learning environment that promotes high levels of achievement for all students and in which all students feel a responsibility for their own learning. Teachers orchestrate the learning environment to maximize each students' opportunities to learn and create a content-rich and reflective learning environment for students.

Effective teachers recognize the value families provide as an integral component of teaching and learning, acknowledge what families have to offer and provide opportunities for them to contribute to the learning community. They demonstrate respect for confidentiality with students and their families and create relationships built on trust. They collaborate with their colleagues within the school learning community and in the larger community to share responsibility for the development and learning of all students.

Effective teachers are leaders within the school community and engage in a variety of leadership roles, ensuring student achievement and well-being by participating in decision-making, initiating innovations for school change, and fostering ongoing collaboration with colleagues. Our professional courses, pedagogical courses, and clinical fieldwork provide opportunities for teacher candidates to develop skills needed to build learning communities, collaboration, and communication.

It is our intention to collaborate with our PK-12 colleagues to ensure these characteristics and qualities of effective teachers are evident in our graduates.



## Foreword

*The purpose of this handbook is to provide assistance and guidance for our teacher candidates, cooperating teachers, university supervisors, and all School of Education faculty and staff involved in this critical phase of our teacher preparation program. This handbook is designed to clarify policies, procedures, and responsibilities for everyone involved in the School of Education's clinical fieldwork.*

*All teacher candidates, cooperating teachers, university supervisors, and School of Education faculty and staff involved in clinical fieldwork administered by the School of Education are advised to read this handbook thoroughly in order to become familiar with our policies, procedures, and responsibilities. This knowledge and understanding will enable us to work collaboratively to ensure rewarding clinical fieldwork and successful student teaching experience of every teacher candidate.*

## **School of Education Handbook**

The 2020-2021 School of Education Handbook reflects the School of Education, at Franklin University's policy as of the date of approval.

The purpose of the School of Education Handbook is to provide all stakeholders (supervisors, instructors, candidates, cooperating teachers, etc.) with knowledge of the policies, regulations, practices, and expectations of Franklin University and the Education Programs. While the School of Education Handbook is not intended to be a comprehensive statement of University policy, it provides many answers to questions of immediate concern to stakeholders that work directly with the School of Education. A more comprehensive view of Franklin University's policies and procedure can be found in the academic bulletin.

## **Procedure for Revising the Education Handbook**

Revision of the School of Education Handbook is a continuous process. Each academic year, a current edition of the handbook will be available to all program stakeholders. Changes to the School of Education Handbook may be proposed by the School of Education, or any individual stakeholder. If a change involves the adoption of a new or revision of existing policies, it shall be recommended by a member of the School of Education for approval. Upon approval by the School of Education, the suggested change shall be added to the School of Education Handbook and implemented from that point forward. Any questions concerning information given in the School of Education Handbook should be addressed to the Department Chair of the School of Education.

## **Acknowledgements**

Parts of this handbook are guided by or adapted from numerous academic institutions and organizations. Collaboration has been an essential dynamic in the production of the School of Education Handbook. Continuing in this spirit of cooperation, the School of Education welcomes recommendations from stakeholders on improving the Handbook.

Please send all suggestions by e-mail to [schoolofeducation@franklin.edu](mailto:schoolofeducation@franklin.edu)

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## School of Education Mission

The School of Education is a community leader in the preparation of educators who welcome all learners, expect high outcomes, and inspire greatness from all students. The achievement of this mission rests on the four pillars of accountability, professionalism, community, and communication.

The School of Education will achieve its mission by doing the following:

- Use evidence-based practices to improve program quality and student achievement of outcomes
- Conduct research and scholarship engaged in improving teaching and learning
- Prepare teachers for a diverse society of learners
- Create increased access by leveraging technology-enhanced education methods.

## School of Education Overview

### School of Education Requirements for Teacher Licensure

The School of Education provides programs of study for prospective teachers through undergraduate course work. Licensure programs are designed to prepare completers for entry-level positions on a variety of career paths as well as to be excellent preparation for further graduate study. The purpose of the School of Education is to prepare teacher candidates to become professional educators. Teacher candidates will be evaluated to ensure they have the knowledge, skills, and dispositions, which will enable them to welcome all learners, expect high outcomes, and inspire greatness in all students. A life-long desire to continue learning, thinking, and understanding will be instilled in completers. All students admitted to Franklin University may apply for admission to the School of Education. To be considered for admissions to the programs, to be retained in the programs, and to receive the University's recommendations for licensure, all School of Education policies, procedures, and deadlines must be followed and met.

## Admission to the School of Education

### Entry Standards

Students who wish to enroll in one of the School of Education teacher education initial licensure programs are considered pre-licensure or education students. At the time of the admittance to the University students declare their licensure program but are not enrolled into that program until they are approved for admission to the School of Education. Once admitted to the School of Education, education students' program codes will be changed to their intended licensure and be known as teacher candidates.

Pre-licensure students are required to apply and be admitted into the School of Education in order to complete the program. All teacher education program policies, procedures, and deadlines must be followed and met by teacher candidates in order to be considered for admission to the programs, retained in the programs, and receive the University's recommendation for licensure. The School of Education faculty and staff will communicate in writing all decisions and actions of the Teacher Education faculty regarding program admission, retention, and recommendation for licensure to teacher candidates.

Questions concerning any of the Teacher Education Programs should be directed to the School of Education through email at [schoolofeducation@franklin.edu](mailto:schoolofeducation@franklin.edu).

### Requirements for Admission to Initial Licensure Teacher Education Programs

- Have a cumulative GPA of 2.50 or better at the time of admittance to the School of Education
- Attain qualifying scores on Praxis Core Academic Skills for Educators: Mathematics, Reading, and Writing
- Complete the Declaration of Program Form (completed as Part of the University Admission Process)
- Complete an Intake Interview with School of Education faculty
- Sign and submit a Statement of Assurance of Good Moral Character



- Hold a valid BCI background clearance check on file with the School of Education at the time of admittance to the School of Education
- Hold a valid FBI background clearance check on file with the School of Education at the time of admittance to the School of Education

## School of Education Programs Descriptions

### Early Childhood Education Licensure Program

The School of Education's Early Childhood Education program is designed to meet the State of Ohio licensure requirements for teaching grades PK-3. This program of study includes a liberal arts education; content background in the four academic areas of English/Language Arts, Science, Mathematics, and Social Studies; pedagogical and professional knowledge, skills, and dispositions. This program will not be taking new enrollments as the state has changed the licensure focus.

### Primary Education Licensure Program

The School of Education's Primary Education program is designed to meet the State of Ohio licensure requirements for teaching grades PK-5. This program of study includes a liberal arts education; content background in the four academic areas of English/Language Arts, Science, Mathematics, and Social Studies; pedagogical and professional knowledge, skills, and dispositions. This program is for new enrollments in fall 2020 and will be replacing the Early Childhood Education PK-3, as required by the state of Ohio.

### Middle Childhood Grades 4-9 Licensure Program

The School of Education's Middle childhood Education program is designed to meet the State of Ohio licensure requirements for teaching in grades 4-9. This program of study includes a liberal arts education; content concentration in two of the four academic areas of English/Language Arts, Science, Mathematics, and Social Studies; pedagogical and professional knowledge, skills, and dispositions.

### Adolescence to Young Adult Grades 7-12 Licensure Programs

The School of Education's Adolescence to Young Adult Education programs are designed to meet the State of Ohio licensure requirements for teaching Integrated Language Arts, Integrated Mathematics and Integrated Social Studies in grades 7-12. This program includes a liberal arts education; content concentration in one of the three academic areas of English Language Arts, Mathematics, and Social Studies; pedagogical and professional knowledge, skill, and dispositions.

### Intervention Specialist K-12: Mild to Moderate Licensure Program

The School of Education's Intervention Specialist: Mild to Moderate program is designed to meet the State of Ohio licensure requirements for teaching special needs children in grades K-12. This program includes a liberal arts education; content background of the four areas of English Language Arts Science, Mathematics, and Social Studies; pedagogical and professional knowledge, skills and dispositions.

### Early Childhood Generalist 4-5 Endorsement Program

The School of Education's Early Childhood Generalist Endorsement program is designed to meet the State of Ohio licensure requirements to add on the grades of 4-5 to the PK-3 Early Childhood Education License. This program includes pedagogical and professional knowledge, skills, and dispositions.

### Post Baccalaureate Licensure Programs

The Post Baccalaureate initial licensure program offers students who have completed a bachelor's degree from an accredited institution of higher education, an institution recognized as a candidate for accreditation, or an institution recognized by the Council of Higher Education Accreditation the opportunity to complete the pedagogical and content coursework needed to apply for a Resident Educator initial license in Ohio. The

number of courses needed to complete these licensure programs varies by individual and licensure requirements. Students submit transcripts to Franklin University for evaluation and are given a personalized program of study to meet the application requirements for their selected licensure.

## **Program Requirements**

### **Requirements for University Admission to Post Baccalaureate Licensure Program**

All Post Baccalaureate students must hold a bachelor's degree from a regionally accredited institution of higher education, an institution recognized as a candidate for accreditation, or an institution recognized by the Council of Higher Education Accreditation. International students who hold a bachelor's degree or master's degree from an institution of higher education approved to offer degrees in their home country may also be considered for admittance into the Post Baccalaureate program. Courses considered as acceptable as direct transfers or substitutions for required Post Baccalaureate Program requirements will be awarded based on subject matter, age of the credit, prerequisites, level, and laboratory requirements.

### **Requirements for University Admission to Endorsement Program**

The early childhood generalist (grades 4-5) and middle childhood generalist (grades 4-6) endorsement programs are offered at the post-baccalaureate level. Applicants to an endorsement program who are already licensed teachers must hold a bachelor's degree from a regionally accredited college or university. Applicants to the early childhood generalist endorsement program must have an Early Childhood P-3 teaching license from the State of Ohio; applicants to the middle childhood generalist program must have a Middle Childhood license in two or more content areas from the State of Ohio.

### **Requirements for Licensure Recommendation**

As a candidate in the School of Education, you will be expected to complete certain program requirements that are embedded into the licensure programs, in order to receive your initial, 4-Year Resident Educator License. Program requirements include, course associated program requirements, clinical field work requirements, GPA requirements, and admittance requirements. Prior to recommending a 4-Year Resident Educator License, the School of Education will verify that each program requirement has been completed – candidates with incomplete program requirements will not be recommended for an initial, 4-Year Resident Educator License until all requirements have been completed. All program requirements will be tracked in Taskstream, where candidates can review their progress toward completion, using the "01 Progress Summary" Program.

A teacher candidate will be recommended for a four-year resident educator initial teaching license upon the completion of the following:

- All academic coursework in the selected program
- All course associated program requirements
- All clinical fieldwork requirements
- All GPA requirements
- All admittance requirements
- All assigned remediation
- Obtain required scores on Ohio Assessment for Educators (OAE) content assessments for license sought (per state of Ohio's stated pass scores).
- Obtain required scores on Ohio Assessment for Educators (OAE) pedagogy assessments for license sought (per state of Ohio's stated pass scores).
- Obtain required scores on Ohio Assessment for Educators (OAE) reading assessments for license sought (per state of Ohio's stated pass scores).
- Completion of appropriate application for licensure, including licensure fee(s) to The Ohio Department of Education per current rates.

- Completion of a Bachelor's Degree from a regionally accredited institution of higher education

An endorsement candidate will be recommended for their add-on license upon the completion of the following:

- All academic coursework in the selected program
- All clinical fieldwork requirements
- All assigned remediation
- Obtain required scores on Ohio Assessment for Educators (OAE) content assessments for endorsement sought (per state of Ohio's stated pass scores).
- Completion of appropriate application for licensure, including licensure fee(s) to The Ohio Department of Education per current rates.

### **Retention in the Teacher Education Program**

Once a teacher candidate has been admitted to a Teacher Education Program, every attempt will be made to assist a teacher candidate in completing his or her professional preparation program, insofar as certain criteria are met throughout the program.

Many Program Requirements require that a minimum evaluation score be achieved, in order to fulfill the requirement. If a candidate does not meet the minimum required score, by the end of the semester the program requirement was assigned will be required to have a remediation meeting with the Department Chair. Within the remediation meeting the Department Chair will work with the teacher candidate to develop a plan to meet the score required of the program requirement. Once the remediation is assigned to the teacher candidate it is their responsibility to complete the assigned remediation before the end of the semester or a follow up remediation meeting will be conducted that could result in the teacher candidate being counseled out of the program.

### **Taskstream**

As a candidate in the School of Education, you will be expected to actively utilize Taskstream. Taskstream serves as the official repository for all documentation that is used to verify the completion of Program Requirements, which must be completed, in order to receive your initial, 4-Year Resident Educator License. If documentation verifying the completion of these requirements cannot be found within Taskstream, then candidates will be ineligible to receive their initial, 4-Year Resident Educator license. Taskstream also serves an additional important function for candidates, since it acts as a repository of your best work, which you can pull from to showcase your experience and preparation to be a novice teacher as you enter the workforce.

Candidates within the School of Education will be provided with a Taskstream Account, which they will use for the remainder of their program. This account will provide you with access to the School of Education's Taskstream Homepage, where you will be able to upload program requirements, as well as monitor your progress towards completing all requirements for your licensure program.

For more information on how to navigate Taskstream, please follow the enclosed link:

[Link to Taskstream Informational Videos](#)

## **Clinical Fieldwork Experiences**

### **Overview of the Clinical Fieldwork Experiences**

Clinical fieldwork is designed to provide the teacher candidates with authentic teaching and learning experience in P-12 school system. Any university student with a School of Education program code will be assigned clinical fieldwork each fall and spring semester. Clinical fieldwork is divided into two sections, clinical field experience and clinical student teaching experience. Clinical field experiences are clinical fieldwork experiences where the teacher candidate will spend, on average, a few hours a week in a P-12 partner school working with a cooperating teacher to complete The clinical student teaching experience is a full-time, unpaid internship, required by Ohio Law in the final semester of the licensure

program where a teacher candidate shadows a cooperating teacher from a P-12 partner school for the entire semester. During the clinical student teaching experience, the teacher candidate will gradually assume the teaching duties, planning and delivery, until they are teaching the entire cooperating teachers' course load. This will be done for approximately one month, until gradually releasing the teaching duties to the cooperating teacher course work assignments as well as assisting the cooperating teacher with classroom pedagogy and classroom management prior to the clinical student teaching experience. Clinical work gives teacher candidates an opportunity to apply academic content, professional and pedagogical course content, and methodology while participating in day-to-day classroom activities. Field assignments vary depending on the goals and learning objectives of the related course. Teacher Candidates are given opportunities to implement and demonstrate the knowledge, skills, and dispositions related to their field experience course in addition to observing, assisting, tutoring, instructing, and interacting with P-12 students, in-service teachers, and their administrators. Teacher Candidates receive constructive feedback from the university faculty, cooperating teachers, and building administrators during and after each field experience placement.

Teacher candidates are required to spend a substantial amount of time with PK-12 students and teachers in city, suburban, town, and rural locations as well as diverse socioeconomic and ethnic settings as part of program of study course work requirements.

Teacher candidates must spend all of their clinical and field-based experience time in classroom settings directly related to their selected teaching field(s) (e.g. math, social studies, Early Childhood Grades PK-5, Middle Grades 4-9). Clinical field experiences are supervised through the P-12 cooperating teacher at the end of the semester. Clinical student teaching experiences are supervised through multiple on-site visits by the university supervisor. Placements for clinical fieldwork must be approved and arranged by the School of Education and K-12 partner school coordinator. Teacher Candidates may not secure their own placement through the processes outlined by the School of Education.

### **Recording Concerns within Clinical Fieldwork**

Should any faculty member, university supervisor, or P-12 partner school teacher/administrator have a particular concern about a teacher education student or candidate's level of professionalism or if a student or candidate has a concern about their ability to be successful in their clinical fieldwork placement they must follow the set protocol to formally report the concern.

If there is a concern while the candidate is in the field experience portion of their clinical fieldwork the concern is to be reported to the Department Chair of the School of Education. The Department Chair will investigate the concern and work jointly with the teacher education student or candidate and P-12 partners to resolve the concern. If there is a concern while the candidate is in the student teaching experience portion of the clinical fieldwork the concern will be addressed by the university supervisor assigned to the teacher candidate for the clinical student teaching experience. If the concern is unable to be resolved through the guidance of the university supervisor, the university supervisor will forward the concern to the Department Chair of the School of Education. The Department Chair of the School of Education will gather information and work jointly with the teacher candidate, university supervisor, and P-12 partners to resolve the concern. The resolution of the concern will be filed in the teacher candidate's permanent file. If a teacher candidate is unable to resolve the concerns over professionalism, the teacher candidate may be counseled out of the program.

## **Clinical Field Experience**

### **Overview of the Clinical Field Experience**

Clinical field experience provides teacher education students and candidates with authentic teaching and learning experiences prior to student teaching. Clinical field experiences give teacher education students and candidates an opportunity to apply academic content, professional and pedagogical course content and methodology while participating in day-to-day classroom activities. Field assignments are required in certain courses and complement course content. Field assignments vary depending on the goals and learning objectives of the related course. Teacher

education students and candidates are given opportunities to implement and demonstrate the knowledge, skills and dispositions related to their field experience course in addition to observing, assisting, tutoring, instructing, and interacting with PK-12 students, in-service teachers, and administrators. Teacher education students and candidates receive constructive feedback from the university faculty, cooperating teachers, and building administrators during and after each field experience placement.

Teacher education students and candidates must complete a substantial amount of time with PK-12 students and teachers in public and private preschools, elementary, secondary and special schools in city, town, suburban, rural and different socioeconomic settings prior to student teaching. Clinical field experiences are considered program requirements for all licensure and endorsement programs. Teacher Education students and candidates must spend all of their clinical field experience time in classroom settings directly related to their selected teaching field(s). Clinical field experiences are supervised on an as needed basis by the Department Chair of the School of Education.

### **Clinical Field Experience Objectives**

Clinical Field Experience will provide:

- opportunities to implement and demonstrate knowledge, skills and dispositions in a PK-12 public/private school setting.
- an understanding of the profession by facilitating exposure to the PK-12 policies, programs, routines, activities, and PK-12 in-service teachers and school staff.
- opportunities to participate in hands-on experience in a PK-12 classroom.
- opportunities to observe and analyze instruction and student learning and apply various methodologies, theories, and principles introduced and mastered in academic content, pedagogical, and professional coursework.
- opportunities to practice problem-solving skills related to effective instruction; i.e., the planning and implementation of lessons, the diagnosis of learning problems, the motivation of students, and the individualization of instruction.
- an overall experience that expands personal skills and improves self-confidence.
- opportunities to identify and evaluate personal bias, values, and beliefs as related to diverse student populations.
- for the development of cooperative relationships and the collaborative sharing of ideas.
- opportunities for self-reflection.

### **Clinical Field Experience Policies and Procedures**

**Placement** – Teacher education students and candidates are assigned to the School of Education’s PK-12 partner schools and classrooms by the Department Chair of School of Education and PK-12 partner school placement coordinators. The Department Chair of the School of Education gives consideration to the candidate’s licensure area; the specific requirements of the college course(s) associated with field experience(s); and the need to provide each teacher candidate with diverse experiences when making placements.

Teacher education students and candidates receive placement information in writing and are informed of placement by e-mail from the School of Education email. Teacher education student and candidates are to contact their cooperating teacher and arrange for the initial visit once notified of the placement.

**Clinical Field Experience Hour Requirements** – The School of Education required 32 hours of clinical field experience each semester a teacher education student or candidate is enrolled in the program, except for the final semester of clinical student teaching experience. Clinical field experience hours are tracked using the School of Education Field Hour Log which is provided to each teacher education student and candidate at the start of the semester. During the final week of the semester field hour logs are to be submitted to Taskstream. If a teacher education student or candidate fails to submit their Field Hour Log or complete the required clinical field hours, they will be required to have a remediation

meeting with the Department Chair. Any deficit hours from previous semesters will be added to the required 32 hours the following semester.

**BCI & FBI Clearance** – Ohio Revised Code 3319.291 requires all candidates must have current BCI & FBI criminal background check prior to beginning their clinical field experiences. BCI & FBI background checks may be processed through the Educational Service Centers located in each county or at any web-check location. Teacher education students and candidates must request that these results be **electronically submitted to the Ohio Department of Education** and a copy be sent to the School of Education. Any candidate who does not receive clearance will not be permitted to begin clinical field experience. BCI background checks are valid for one year (365 days) from the time they are processed. FBI background checks are valid for 5-years for students living continuously in Ohio from the time the FBI checks is processed. Candidates must use code **3319 39B3** for BCI Background Clearance Checks and the code **3319 39** for FBI Background Clearance Checks

**Participation** – Teacher education students and candidates work with their cooperating teachers to decide upon a mutually beneficial weekly schedule of participation during the initial visit or contact. Teacher education students and candidates are also responsible for reviewing the introductory packet of information, that is sent through e-mail from the School of Education, and a copy of course associated field assignments from instructors with his/her cooperating teaching during this initial visit.

Teacher education students and candidates are encouraged to schedule and complete clinical field experience hours on a weekly basis throughout the semester. Teacher education students and candidates should not complete their required field experience hours in large blocks of time over a week or two, as many course assignments and class discussions rely on a weekly presence in a PK-12 setting. Teacher candidates must follow the sign-in/sign-out procedures of their assigned school. If necessary, these records are used to verify participation.

### **Placement and Attendance**

Personal illness or family emergencies are considered acceptable reasons to be absent during clinical field experience. If a teacher education student or candidate must be absent, he/she must contact the cooperating teacher directly as soon as possible.

Teacher education students and candidates must make up required clinical field experience hours missed for any reason, including school closing and personal illness. If a teacher education student or candidate fails to submit their completed field experience log or complete the required clinical field hours, they will be required to have a remediation meeting with the Department Chair of the School of Education. Any deficit hours from previous semesters will be added to the required 32 hours the following semester.

### **Teacher Education Student and Candidate Responsibilities**

- Teacher education students and candidates must follow the policies, practices, and procedures of the PK-12 partner school and the School of Education.
- Teacher education students and candidates must be reliable and trustworthy at all times and are expected to follow through on all field related assignments and responsibilities in a timely, thorough manner.
- Teacher education students and candidates are expected to be mentally and physically ready for each day of clinical field experience. He/she must be fully prepared for each of their field assignments.
- Teacher education students and candidates must take the initiative to be actively engaged in the classroom as active involvement in the classroom is the primary focus of clinical field experience.
- Teacher education students and candidates are expected to respond positively to constructive feedback, suggestions, assignments, and supervision from PK-12 teachers, administrators and university faculty.



- Teacher education students and candidates must present themselves as professionals in PK-12 settings. He/she should come to his/her PK-12 school well-groomed and dressed professionally. Teacher education students and candidates must follow the professional appearance guidelines of the PK-12 partner school/district.
- Teacher education students and candidates must not bring items prohibited in the classroom and on school grounds such as weapons, tobacco products, alcohol, illegal/unauthorized drugs and other items prohibited by the partner school/district.
- Teacher education students and candidates must maintain an accurate attendance record and sign-in/sign-out must reflect actual arrival and departure times. Clinical field experience hours are to be tracked using the School of Education Field Hour Log which is provided to each teacher education student and candidate at the start of the semester.

Teacher education students or candidates that fail to fulfill any of the preceding responsibilities will be required to have a remediation meeting with the Department Chair of the School of Education.

### Code of Professional Conduct

All teacher education students and candidates seeking licensure are required to complete clinical field experiences in PK-12 settings and abide by the Code of Professional Conduct. Failure to adhere to the Code may result in lower evaluations, removal from the PK-12 school placement, dismissal from the School of Education, and in extreme situations the filing of legal charges if necessary.

The Code of Professional Conduct is based on the School of Education expectations and relevant information from the Licensure Code of Conduct for Ohio Educators adopted by the Ohio Board of Education on 3/11/2008. The following statements will serve as a guide to what is expected of School of Education teacher education students and candidates in clinical field experience and student teaching.

- Teacher education students and candidates must follow the laws of the Ohio Revised Code that relate to professional conduct in educational settings.
- Teacher education students and candidates must follow all policies and procedures of Franklin University, the School of Education and the assigned PK-12 partner school.
- Teacher education students and candidates must adhere to federal, state, and local statutes regarding criminal activity.
- Teacher education students and candidates must interact with PK-12 students, parents, and schools personnel in a manner that reflects integrity, fairness and dignity.
- Teacher education students and candidates must demonstrate respect for all PK-12 students regardless of sex, race, color, religion, sexual orientation/identity, ethic or national origin, disability, or family status.
- Teacher education students and candidates must not commit an act of cruelty to children or an act of child endangerment, (physical abuse, sexual abuse, mental abuse, or emotional abuse).
- Teacher education students and candidates must not use inappropriate language, gestures or signs at any partner school such as racial slurs, biased, lewd, or lascivious expressions.
- Teacher education students and candidates must not reveal confidential information about PK-12 students and school personnel.
- Teacher education students and candidates are permitted on PK-12 partner school premises **only** when assigned by the School of Education.
- Teacher education students and candidates must not impose religious and political views on PK-12 students.
- Teacher education students and candidates must not possess, use, or be under the influence of illegal or unauthorized drugs or alcohol.
- Teacher education students and candidates must not provide or furnish tobacco, alcohol, or illegal/unauthorized drugs to any PK-12 student, minor, or underage person.
- Teacher education students and candidates must not convey or possess a deadly weapon or dangerous ordnance on PK-12 partner school premises, or at any school related activity.

- Teacher education students and candidates must be aware that each PK-12 student is an individual with a distinct set of learning capabilities.
- Teacher education students and candidates must be responsible. This includes the meeting of attendance requirements, the proper notification of absences, the timely completion of field assignments, and the submission of required end-of-course documentation.
- Teacher education students and candidates must maintain professional relationships with PK-12 students at all times. They are never to socialize with PK-12 students, make sexual advances toward PK-12 students, or provide sexually oriented materials to PK-12 students.
- Teacher education students and candidates may contact PK-12 students electronically for educational reasons in accordance with PK-12 partner school policies and procedures only.
- Teacher education students and candidates may never transport PK-12 students or meet in private with a PK-12 student.
- Teacher education students and candidates must not endanger children by failing to report to the appropriate authorities situations of child abuse or suspected child abuse (physical, sexual, emotional, or possible neglect), by failing to communicate safety precautions, by restraining students without proper training, or by neglecting assigned duties and responsibilities.
- Teacher education students and candidates must follow the sexual harassment policy of the PK-12 partner school district and avoid inappropriate comments (sexual, racial, socio-economic degrading) and inappropriate physical contacts with PK-12 school personnel.
- Teacher education students and candidates must not counsel PK-12 students. If a student is in need of counseling, the cooperating teacher should be informed.
- Teacher education students and candidates must not disparage PK-12 partner school personnel on the basis of race, ethnicity, socio-economic status, gender, national origin, political or religious affiliation, physical characteristics, age, disability, or English language proficiency.
- Teacher education students and candidates must not violate local, state, or federal procedures related to the security of standardized tests, test supplies, or resources.

## **Professional Participant Responsibilities for Clinical Field Experience**

### **Responsibilities of the Cooperating Teachers**

- Cooperating teachers assist the teacher education students and candidates in making the transition from the theory-based understanding of teaching to the application of college course content and methodology to PK-12 situations by sharing the wealth of their practice.
- Teacher education students and candidates are given specific assignments by college faculty and they are required to provide the cooperating PK-12 teacher with a copy of these assignments at the beginning of the term. The cooperating teacher should review the list of assignments and clarify any assignments or due dates either by asking the teacher education students and candidates or by contacting the university faculty.
- Cooperating PK-12 teachers provide teacher education student or candidate support in planning and implementing field assignments.
- Cooperating PK-12 teacher should not hesitate to offer professional advice, guidance, and give constructive feedback. Teacher education students and candidates completing clinical field experience have not reached the competency level of a student teacher and will need information and guidance from his/her cooperating teacher about practices and procedures. Constructive feedback is essential for professional growth.
- Cooperating PK-12 teachers should let the education student or candidate know how to reach him/her if the need arises. Teacher education students and candidates are required to contact their cooperating teacher if they need to be absent. Any missed classroom hours must be made up at a time acceptable to the cooperating teacher.
- Cooperating PK-12 teachers complete Cooperating Teacher Data Sheet included in the introductory packet of information from the School of Education.



- Cooperating PK-12 teachers introduce the teacher education student or candidate to his/her students and explain why he/she is there.
- Cooperating PK-12 teachers orient the teacher education student or candidate to the routines and practices of the partner school and the cooperating PK-12 teacher's classroom.
- Cooperating PK-12 teachers provide teacher education students and candidates with the opportunities to perform a variety of activities that will provide service to the PK-12 teacher, PK-12 classroom, and the PK-12 school.
- Cooperating PK-12 teachers model effective behaviors, practices, and procedures.
- Cooperating PK-12 teachers alert the School of Education immediately if he/she believes there is a potential problem or issue that may interfere with a teacher education student's or candidate's ability to complete his/her field experience.
- Cooperating PK-12 teachers monitor the teacher education student's or candidate's record of participation. At the end of the clinical field experience, the cooperating PK-12 teacher must sign the education student's or candidate's clinical field hour log to verify the accuracy of the recorded hours.
- Cooperating PK-12 teachers complete the Cooperating Teacher Clinical Field Experience Evaluation to evaluate their teacher education student's or candidate's performance in the clinical field experience setting for the semester.
- Cooperating PK-12 teachers should always notify the teacher education student or candidate of any personal absence and communicate the arrangements that have been made to cover his/her classroom.

#### **Responsibilities of the University Faculty**

- University faculty plan clearly defined field assignments that closely reflect the course content and the appropriate knowledge, skills and dispositions.
- University faculty make available a copy of all field assignments to teacher education students and candidates and cooperating teachers.
- University faculty make available a copy of all field assignments to the Department Chair of the School of Education.
- University faculty include class discussions about field experience as part of the course content.
- University faculty refer teacher education students and candidates who have scheduling and placement problems to the Department Chair of the School of Education.
- University faculty confer with the Department Chair of the School of Education about field experience issues.

#### **Responsibilities of the Department Chair of the School of Education**

- The Department Chair of the School of Education organizes, administers, and develops the clinical field experiences. The Department Chair works closely with PK-12 partner schools, administrators, and teachers to coordinate the placement of teacher candidates in appropriate classroom settings.
- The Department Chair of the School of Education places teacher education students and candidates in appropriate PK-12 partner schools based upon their past clinical field experiences, educational needs, and with course work being taken.
- The Department Chair of the School of Education obtains written and/or electronic confirmation from the PK-12 cooperating teachers and school administrators regarding placement of candidate.
- The Department Chair of the School of Education, as needed, visits PK-12 partner schools and meets with license area coordinators, teachers, and administrators to make sure that all expectations are being met and all concerns allayed.
- The Department Chair of the School of Education, as needed, evaluates specific placements and provides feedback to the administrators or cooperating teacher to assure that candidates are being provided appropriate experiences.
- The Department Chair of the School of Education confers with University faculty about the needs of candidates for their field experience.

- The Department Chair of the School of Education maintains ongoing communication with University faculty, teacher education student and candidates, PK-12 administrators and cooperating teachers.
- The Department Chair of the School of Education investigates, evaluates and resolves field experience issues, including those related to candidate performance through formal remediation meetings.

## Clinical Student Teaching Experience

### Overview of the Clinical Student Teaching Experience

Teacher candidates in a School of Education licensure program are required to successfully complete a clinical student teaching experience prior to completing a licensure program and apply for their initial, four-year resident educator license from the State of Ohio. As part of this process, teacher candidates must attend an orientation meeting, complete an application, meet with your advisor to complete an academic quality check and register for the class, and finally be approved by the School of Education.

The clinical student teaching experience is split across two classes, the common seminar course for all licensures and the practicum course. The common seminar course provides teacher candidates with an opportunity to continue developing skills needed to become a reflective practitioner based upon their practicum experience in the field component of student teaching, while also meeting the requirement for the four-year resident educator license. The practicum course is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The practicum experience enables the teacher candidate to move through stages of increased responsibilities under the guidance and with the support of a cooperating teacher and university supervisor.

### Permission to Student Teach

**Student Teaching Orientation Meeting** – The Department Chair of the School of Education schedules two orientation meetings each semester for teacher candidates who are ready to student teach the following semester. Notices will be sent to teacher candidates, from the School of Education email, notifying them of times and dates of these meetings. The purpose of this meeting is to review the requirements for the clinical student teaching experience, alert students to due date timelines, and to give an overview of the clinical student teaching experience.

**Student Teacher Application** – The Student Teaching Application is given to teacher candidates at the Student Teacher Orientation Meeting. Teacher candidates must review the Requirements to Begin Student Teaching section to ensure they are eligible to continue into the clinical student teaching experience for the next semester. If the teacher candidate is eligible to begin their clinical student teaching experience in the next semester, they should complete all sections of the application and submit it to the School of Education.

**Academic Quality Check** – As part of the student teaching application process, teacher candidates must be reviewed to ensure they will have fulfilled all of the requirements to begin the student teaching experience, including all required coursework. Candidates are required to meet with their assigned academic advisor for a pre-conference, in which the assigned advisor will review and complete the academic quality section of the student teaching application. Candidates are responsible for arranging this meeting. Once their assigned advisor has completed their section, candidates will submit their application to the School of Education, at which time a final review will be completed by a representative of the School of Education

Although the School of Education recommends all coursework be completed prior to student teaching. If the results of the academic quality check meeting between the teacher candidate and the academic advisor show additional coursework needs to be completed the teacher candidate may petition the School of Education faculty to complete one course during his/her clinical student teaching semester by completing the Concurrent Studies section of the student teaching application requesting permission to take the additional course. The appeal will be evaluated as part of the student teaching application approval process. If more information is needed the Department Chair of the School of Education may ask for a meeting with the teacher candidate.

**Ohio Assessment for Educators (OAE) Content Assessments** – Teacher candidates are required to pass the OAE content area/specialty test associated with his/her licensure area prior to being approved to begin the clinical student teaching experience.

**Assigned Remediation** – Teacher candidates are required to have completed all assigned remediation from previous semesters. If a teacher candidate has any unresolved assigned remediation, they will not be approved to begin the clinical student teaching experience.

**Admittance to the School of Education** – Teacher candidates are required to have been admitted to the School of Education prior to the start of the clinical student teaching experience. In special circumstances, as determined by the Department Chair of the School of Education, dual enrollment in EDP 400 may be permitted, with the assumption that the teacher candidate will be accepted into the School of Education before the completion of the clinical student teaching experience.

**Cumulative Grade Point Average (GPA)** – Teacher candidates, at the time of their student teaching application review, must have a cumulative grade point average of <sup>3</sup> 3.00 (on a 4.00 scale) in order to be permitted to begin their clinical student teaching experience. Teacher candidates must earn a “C” or better in all major area of study courses and all professional and pedagogical courses.

**BCI & FBI Clearance** – Ohio Revised Code 3319.291 requires all candidates must have current BCI & FBI criminal background check prior to beginning student teaching and when applying for their first Ohio educator license. BCI & FBI background checks may be processed through the Educational Service Centers located in each county or at any web-check location. Teacher Candidates must request that these results be electronically submitted to the Ohio Department of Education and a copy be sent to the School of Education. Any candidate who does not receive clearance will not be permitted to begin their clinical student teaching experience pending an investigation. BCI background checks are valid for one year (365 days) from the time they are processed. FBI background checks are valid for 5-years for students living continuously in Ohio from the time the FBI checks is processed. Since current and valid background checks must be on file with the Ohio Department of Education before the issuance of an initial license, it is recommended that teacher candidates complete background checks for student teaching just prior to beginning their student teaching assignment.

### **Clinical Student Teaching Experience Placement for Initial Licensure**

**Single Placement** – Teacher candidates with a single assignment are required to be in their PK-12 partner school classroom for 16 weeks. The first 2 to 3 weeks of the clinical student teaching experience is an orientation period and consists of observation, orientation, and gradually phasing into teaching responsibilities. Teacher candidates should assume total classroom responsibility for 6 to 8 weeks of the semester. The final 2 to 3 weeks is a phasing out period when the teacher candidate returns control of the classroom to his/her cooperating teacher and can be devoted to other classroom or building activities.

**Split Placement** – Teacher candidates with a split assignment are required to be in their assigned PK-12 partner school classrooms for 16 weeks, spending the first 8 weeks in one classroom and the second 8 weeks in another classroom. The first week in the orientation period consists of observation, orientation, and gradually phasing in teaching responsibilities. The next week begins a gradual increase of teaching responsibilities for the teacher candidate. For the next 4 to 6 weeks, the teacher candidate should assume total classroom responsibility, phasing control back to the cooperating teacher by the eighth (8) week. This same cycle would be repeated during the second eight (8) week period in the new classroom.

### **Clinical Student Teaching Placement for Additional Licensure**

Teachers adding a license are required to complete an 8-week student teaching experience in their new licensure area prior to applying for the additional license. The first week in the orientation period consists of observation, orientation, and gradually phasing in teaching responsibilities. The next week begins a gradual increase of teaching responsibilities for the teacher candidate. For the next 4 to 6 weeks, the teacher candidate should assume total classroom responsibility, phasing control back to the cooperating teacher by the eighth (8) week.

### **Code of Professional Conduct**

All School of Education teacher candidates seeking licensure are required to complete student teaching in PK-12 school settings and abide by the Code of Professional Conduct. Failure to adhere to the Code may result in lower evaluations, removal from the PK-12 school placement, dismissal from the School of Education, and in extreme situations the filing of legal charges if necessary.

The Code of Professional Conduct is based on the School of Education expectations and relevant information from the Licensure Code of Conduct for Ohio Educators adopted by the Ohio board of Education on 3/11/2008. The following statements will serve as a guide to what is expected of School of Education teacher education students and candidates in clinical field experience and student teaching.

- Teacher education students and candidates must follow the laws of the Ohio Revised Code that relate to professional conduct in educational settings.
- Teacher education students and candidates must follow all policies and procedures of Franklin University, the School of Education and the assigned PK-12 partner school.
- Teacher education students and candidates must adhere to federal, state, and local statutes regarding criminal activity.
- Teacher education students and candidates must interact with PK-12 students, parents, and schools personnel in a manner that reflects integrity, fairness and dignity.
- Teacher education students and candidates must demonstrate respect for all PK-12 students regardless of sex, race, color, religion, sexual orientation/identity, ethnic or national origin, disability, or family status.
- Teacher education students and candidates must not commit an act of cruelty to children or an act of child endangerment, (physical abuse, sexual abuse, mental abuse, or emotional abuse).
- Teacher education students and candidates must not use inappropriate language, gestures or signs at any partner school such as racial slurs, biased, lewd, or lascivious expressions.
- Teacher education students and candidates must not reveal confidential information about PK-12 students and school personnel.
- Teacher education students and candidates are permitted on PK-12 partner school premises **only** when assigned by the School of Education.
- Teacher education students and candidates must not impose religious and political views on PK-12 students.
- Teacher education students and candidates must not possess, use, or be under the influence of illegal or unauthorized drugs or alcohol.
- Teacher education students and candidates must not provide or furnish tobacco, alcohol, or illegal/unauthorized drugs to any PK-12 student, minor, or underage person.
- Teacher education students and candidates must not convey or possess a deadly weapon or dangerous ordnance on PK-12 partner school premises, or at any school related activity.
- Teacher education students and candidates must be aware that each PK-12 student is an individual with a distinct set of learning capabilities.
- Teacher education students and candidates must be responsible. This includes the meeting of attendance requirements, the proper notification of absences, the timely completion of field assignments, and the submission of required end-of-course documentation.

- Teacher education students and candidates must maintain professional relationships with PK-12 students at all times. They are never to socialize with PK-12 students, make sexual advances toward PK-12 students, or provide sexually oriented materials to PK-12 students.
- Teacher education students and candidates may contact PK-12 students electronically for educational reasons in accordance with PK-12 partner school policies and procedures only.
- Teacher education students and candidates may never transport PK-12 students or meet in private with a PK-12 student.
- Teacher education students and candidates must not endanger children by failing to report to the appropriate authorities situations of child abuse or suspected child abuse (physical, sexual, emotional, or possible neglect), by failing to communicate safety precautions, by restraining students without proper training, or by neglecting assigned duties and responsibilities.
- Teacher education students and candidates must follow the sexual harassment policy of the PK-12 partner school district and avoid inappropriate comments (sexual, racial, socio-economic degrading) and inappropriate physical contacts with PK-12 school personnel.
- Teacher education students and candidates must not counsel PK-12 students. If a student is in need of counseling, the cooperating teacher should be informed.
- Teacher education students and candidates must not disparage PK-12 partner school personnel on the basis of race, ethnicity, socio-economic status, gender, national origin, political or religious affiliation, physical characteristics, age, disability, or English language proficiency.
- Teacher education students and candidates must not violate local, state, or federal procedures related to the security of standardized tests, test supplies, or resources.

### **Professional Attire**

Each teacher candidate is expected to present a professional appearance and attitude in the PK-12 partner schools. He/she is to abide by the rules and standards set by the district and building to which he/she is assigned. He/she should come to his/her PK-12 partner school looking neat, well groomed, and dressed professionally.

### **Clinical Student Teaching Experience Attendance Policy**

Teacher candidates must complete the Student Teaching Leave Form and submit it to their cooperating teacher, university supervisor, and the School of Education office prior any PK-12 classroom absence, which include, but are not limited to, professional conferences, professional development opportunities, job interviews, licensure testing, scheduled medical appointments, etc. The teacher candidate's university supervisor must approve any absence for reasons other than illness or family emergency well in advance. Teachers candidates are responsible for working with their cooperating teachers to set up a method of supplying the lesson plans and materials to the cooperating teacher any time he/she is absent from the classroom.

Excessive absences from the clinical student teaching experience may result in failure to complete clinical student teaching experience, jeopardizing the teacher candidate's ability to complete the licensure program or could result in an extended student teaching time if absences were excused. The Department Chair of the School of Education must approve any extenuating circumstances that prevent a teacher candidate from attending the clinical student teaching experience.

### **Employment and/or Extra-Curricular Participation During the Clinical Student Teaching Experience**

Due to the time commitment associated with the student teaching experience, the School of Education recommends that teacher candidates do not participate in any employment or extra-curricular activities during their clinical student teaching experience. However, we recognize that, due to financial or other commitments, it may be necessary to participate in these activities during this experience. If teacher candidates are required to participate in these activities, the School of Education recommends that they limit their involvement, in order to allow the student teaching experience to be their primary focus. If teacher candidates choose to participate in outside activities or hold

employment, any employment or extra/co-curricular activities may not interfere with student teaching responsibilities PK-12 partner school day and must be approved by the Department Chair of the School of Education **PRIOR** to the clinical student teaching experience. The necessary forms are included as part of the Student Teaching Application.

### **Clinical Student Teaching Experience Evaluation Procedures**

The evaluation of the clinical student teaching experience is comprised of two courses, the common seminar course and the practicum course. Within the common seminar course teacher candidates are evaluated upon the completion of their assignments as per the grading criteria established through the common seminar course syllabus. The evaluation of the practicum course is a shared responsibility of the PK-12 cooperating teacher, the university supervisor, the practicum course instructor, and the teacher candidate. The university supervisor, cooperating teacher, and teacher candidate follow the procedures of the C.P.A.S.T. to develop a consensus score. The final C.P.A.S.T. consensus score is combined with the score that the teacher candidate has earned through the completion of the practicum course assignments as per the course syllabus. In order to successfully complete the entire clinical student teaching experience, and be recommended for licensure, the teacher candidate must pass both the common seminar class course and the practicum course as well as have a final C.P.A.S.T. score above the minimum cut score.

The following principles and policies guide the evaluation procedures of the clinical student teaching experience:

- Evaluation is based upon achieving the necessary knowledge, skills, and dispositions.
- Evaluation is a continuous process. Only when the teacher candidate is continuously aware of the quality and quantity of his/her achievement can he/she plan for self-improvement.
- Frequent conferences, informal discussions, and written comments and reports are necessary in appraising the progress of the teacher candidate.
- Evaluation is a cooperative process. Joint conferences with the teacher candidates, the cooperating teacher, and the university supervisor are desirable procedures. The principal may be involved in this procedure as well as the Department Chair of the School of Education, if necessary.
- Observation Assessment Forms will be completed by the university supervisor each time the teacher candidate is observed (at least **eight (8)** during the experience). Copies of the forms will be given to the teacher candidate and the cooperating teacher.
- Observation Assessment Forms will be completed **eight (8)** during the experience by the PK-12 cooperating teacher. He/she gives the university supervisor the originals forms and provides copies to the teacher candidate.
- The university supervisor and the PK-12 cooperating teacher's Observation Assessment Forms are to be submitted to the School of Education to be filed in the teacher candidate's file.

### **Procedures for Withdrawal from the Clinical Student Teaching Experience**

Should any faculty member, university supervisor, or P-12 partner school teacher/administrator have a particular concern about a teacher candidate's level of professionalism or if a candidate has a concern about their ability to be successful in their clinical placement they must follow the set protocol to formally report the concern. If there is a concern while the candidate is in the clinical student teaching experience portion of the clinical fieldwork the concern will be addressed by the university supervisor assigned to the teacher candidate for the student teaching experience. If the concern is unable to be resolved through the guidance of the university supervisor, the university supervisor will forward the concern to the Department Chair of the School of Education. The Department Chair of the School of Education will gather information and work jointly with the teacher candidate, university supervisor, and P-12 partners to resolve the concern. The resolution of the concern will be filed in the teacher candidate's permanent file. If a teacher candidate is unable to resolve the concerns over professionalism, the teacher candidate may be counseled out of the program.

In the instance where the PK-12 partner school, cooperating teacher, university supervisor, and/or the teacher candidate requests the removal of a teacher candidate from the clinical student teaching experience, the following steps will be followed:



- P-12 partner school administrator, P-12 partner school teacher, cooperating teacher, or teacher candidate will report their concern to the university supervisor.
- The university supervisor will record the concern, notify the Department Chair of the School of Education, and work to resolve the concern.
- If the university supervisor is unable to resolve the concern, the concern will be forwarded to the Department Chair of the School of Education
- The concern will be reviewed by the Department Chair of the School of Education
- The Department Chair of the School of Education will gather information and work jointly with the teacher candidate, university supervisor, and P-12 partners to resolve the concern.
- The Department Chair of the School of Education will consider the available information. Based on the relevant information, the Department Chair of the School of Education will take one of the following actions:
  - The teacher candidate will be withdrawn from the clinical student teaching experience.
  - The teacher candidate continues at the PK-12 partner school and an improvement plan is developed and executed.
    - If the teacher candidate is unable to successfully complete the improvement plan, they will be withdrawn from the clinical student teaching experience.
  - The teacher candidate continues at the PK-12 partner school and no additional action is taken.
- The resolution of the concern will be filed in the teacher candidate's permanent file.

If the teacher candidate is withdrawn from the clinical student teaching experience and the teacher candidate wishes to have the ability to re-enroll in the clinical student teaching experience at a later date, they may petition the School of Education to consider the possibility of the teacher candidate's successful completion of the program. Within the petition, the teacher candidate must outline their plan to resolve outstanding concerns that were the basis of their removal from the clinical student teaching experience. A re-admittance panel of full-time School of Education faculty and staff will review the petition, available evidence, and conduct a re-admittance interview with the candidate. If the re-admittance panel determines the teacher candidate can successfully complete the teacher preparation program, a re-admittance plan will be written under the direction of the Department Chair of the School of Education. Upon successful completion of the re-admittance plan, the teacher candidate will be granted permission to re-enroll in the clinical student teaching experience.

### **Appeal**

If the teacher candidate disagrees with the decision of the Department Chair of the School of Education or the re-admittance panel, the teacher candidate has the right to appeal that decision to the Dean, School of Education. The decision of the Dean is final.

### **Due Process Procedures for Unfavorable Final Evaluation of Clinical Student Teaching Experience**

Student teachers retain the right to read the final evaluation of student teaching. They also shall have the right to request a conference with the university supervisor upon receiving an unfavorable evaluation. The student teacher or university supervisor has the right to request a conference with the PK-12 cooperating teacher. Following these conferences, the student teacher may attach a written statement to the final evaluation. The student teacher has the right to appeal the grade assigned for his/her teaching experience to the Chair, School of Education.

## **Roles & Responsibilities of the Clinical Student Teaching Experience Team**

### **Teacher Candidate**

The clinical student teaching experience, required for the licensing of teachers in Ohio, is one of the most important experiences that teacher candidates will have as part of the preparation program. The clinical student teaching experience affords an opportunity for the teacher candidate to acquire an understanding of the teaching/learning process as encountered in actual classroom teaching on an uninterrupted, daily basis. The clinical student teaching experience should be a time to develop a disposition for self-reflection, self-analysis, and self-improvement. The clinical student teaching experience provides a laboratory for the testing of ideas, a place where the teacher candidate may encounter real problems, and an opportunity for personal and professional growth.

The clinical student teaching experience is the bridge that carries the teacher candidate from the clinical experience to the profession of teaching. The level of preparation given to the clinical student teaching experience will be a factor in determining the level of success in effectively entering the profession of education. The following statements articulate the requirements, responsibilities, and procedures of the clinical student teaching experience.

### **Teacher Candidate Responsibilities for the Clinical Student Teaching Experience**

**Prior to student teaching** – Prior to the start of the clinical student teaching experience, teacher candidates must complete the following:

- Attend the Orientation to Student Teaching meeting held during the semester previous to the student teaching placement semester.
- Submit a completed Application to Student Teach to the School of Education by date specified each semester.
- Obtain passing scores on the OAE content test(s) required for intended licensure area.
- Resolve all assigned program remediation
- Be admitted to the School of Education
- Earn a cumulative GPA <sup>3</sup> 3.0
- Have a valid BCI Background Clearance Check on file with the School of Education that is valid for the clinical student teaching experience semester
- Have a valid FBI Background Clearance Check on file with the School of Education that is valid for the clinical student teaching experience semester

**Teacher Candidate Responsibilities Clinical Student Teaching Experience** – During the clinical student teaching experience the following expectations are in place for the teacher candidates:

- The clinical student teaching experience is a full-time responsibility. Outside interests and activities *should not* interfere or become counterproductive to the clinical student teaching experience.
- Be able to describe their strengths, areas of growth, and provide supportive evidence.
- Submit a schedule of the classes to the university supervisor to be used to plan site visits and clinical observations.
- Follow the academic and vacation calendar of the PK-12 partner school in which he/she is placed for their clinical student teaching experience.
- Read and follow all policies of the assigned PK-12 partner schools.
- Be punctual and prepared for school, class, and meeting schedules within the clinical student teaching experience.
- Develop professional relationships with other PK-12 teachers and staff members.
- Develop professional relationships with the PK-12 principal and other administrators.
- Learn about special personnel assigned to the school such as the nurse, speech therapist, psychologist, counselors, etc. and the roles that they play.
- Obtain written permission from the PK-12 school to audio/visually record PK-12 students. Recordings/photographs, which show recognizable images of children, may not be shared in any way other than



for the specific purpose of review or evaluation of the teacher candidate by the School of Education faculty member or another School of Education teacher candidates as part of a class assignment.

- Notify both the PK-12 cooperating teacher, university supervisor, and School of Education **BEFORE** any professional or personal absence from the clinical student teaching experience.
- Be responsible for the “teacher’s day” including professional learning communities/teacher based teams, faculty meetings, district provided professional development, or parent-teacher conference that may happen after student dismissal as well as all assigned duties such as the supervision of playgrounds, hallways, cafeteria, or study hall as assigned by the school administration.
- Present lesson plans for review to the PK-12 cooperating teacher and university supervisor in accordance with the School of Education lesson plan policy.
- Complete and catalog **all** daily lesson plans
  - Written for each lesson taught
  - Shared and checked by cooperating teacher
  - Made available to university supervisor
  - Using the School of Education lesson plan format
- Present tests and other assessment tools to the PK-12 cooperating teacher prior to their use for review and approval by the PK-12 cooperating teacher in advance of their intended use.
- Maintain open lines of communication with the PK-12 cooperating teacher, discussing progress as well as areas that need improvement.
- Regularly discuss with the PK-12 cooperating teacher the behavior and progress of PK-12 students.
- Keep accurate records of PK-12 student work in accordance with school policy. Work samples should be corrected immediately and carefully; results should be recorded for assessment purposes. Work samples should be returned to PK-12 students for appropriate action.
- Maintain the confidentiality of PK-12 student records and other data. Be prudent in the use of personal information that you receive from PK-12 students, caregivers, or from the cooperating teacher. Be sure to use PK-12 student information only in the best interests of the PK-12 student.
- Maintain high and appropriate standards of personal grooming, manners, speech, moral character, and professional ethics.
- Avoid sharing your religious or political views in the classroom and be as objective as possible when dealing with controversial issues.
- Leave unused supplies purchased by the PK-12 partner school with the school.
- Initiate requests for comments and suggestions from your cooperating teacher, university supervisor, or other school personnel that has observed your teaching and be able to accept constructive criticism from others.
- Complete mid-term and final C.P.A.S.T. self-evaluations. A three-way C.P.A.S.T. conference between the teacher candidate, cooperating teacher, and university supervisor is conducted at mid-term and the end of the student teaching experience.
- Attend the weekly common seminar course (EDP 495)

### The Cooperating Teacher

The cooperating teacher is in a position to become very instrumental in preparing the teacher candidate to become a qualified, competent teacher. Probably no other person has such close and influential proximity for such an extended time as does the cooperating teacher. Moreover, this very important experience comes at a time when the teacher candidate is beginning to view him/herself as ready to enter the classroom as a teacher. Therefore, the potential to influence is magnified by these circumstances. This presents a challenge that should be accepted readily by the PK-12 cooperating teacher. The PK -12 cooperating teacher should possess the professional background, experience, and the willingness to assess counsel, and supervise the growth of the student teacher due to the critical nature of their jobs.

### **Cooperating Teacher Qualifications:**

- minimum of a 5-year professional teaching license (includes lead and senior professional)
- three (3) years of successful teaching experience in the licensure area required for the current position
- consistently models best practices in planning, instruction, and assessment
- experience with teaching a diverse population of learners
- models an inclusive philosophy

### **Cooperating Teacher Responsibilities for the Clinical Student Teaching Experience**

During the clinical student teaching experience, the cooperating teacher should do the following to ensure the success of the teacher candidate:

- Prepare the PK-12 students for the reception of the teacher candidate as an integral part of the faculty. This is of utmost importance. Introduce the teacher candidate on the first day of their experience. Encourage the teacher candidate to learn the names of students quickly.
- Acquaint the teacher candidate with an overall picture of the school system and explain school policies and programs as well share their faculty and student handbooks.
- Introduce the teacher candidate to other faculty members, support personnel, and administrators where appropriate.
- Create an adequate workstation for the teacher candidate.
- Provide the teacher candidate with teacher manuals, courses of study, grade level/proficiency outcomes, handbooks, schedules and other materials necessary to perform in the school.
- Inform the teacher candidate of classroom rules, regulations, procedures (such as fire, active shooter and disaster drills), expectations of PK-12 students, and your methods of classroom management.
- Acquaint the teacher candidate with his/her responsibilities and authority; discuss particularly important or relevant school policies and procedures; arrive at a mutual understanding about the degree of responsibility and authority each is to have throughout the clinical student teaching experience.
- Define general and specific expectations for the teacher candidate, in the areas of observation, planning and instruction.
- Support the teacher candidate in making decisions regarding problems related to PK-12 students.
- Show the teacher candidate how to evaluate PK-12 student work and make school reports within the scope of the district's expectations.
- Invite and encourage the teacher candidate to attend and participate in PK-12 partner school and community functions.
- Collaborate with the university supervisor and teacher candidate with respect to the readiness of the teacher candidate to assume the various responsibilities in the classroom and plan for a gradual increase in responsibility on the part of the teacher candidate.
- Permit the teacher candidate active involvement as soon as possible into the classroom setting.
- Assist the teacher candidate in achieving the clinical student teaching experience performance outcomes, as defined by the CPAST evaluation instrument.
- Guide the teacher candidate by:
  - resolving subject matter difficulties.
  - setting up objectives, organizing plans, and developing evaluation instruments.
  - modeling effective teaching methods and techniques.
  - selecting, securing, and utilizing media/technology/learning materials.
  - successfully implementing classroom management strategies that enhance the learning environment.
- Encourage the teacher candidate to utilize a range of instructional strategies, methods of teaching, and materials.
- Share advice with the teacher candidate about communicating and cooperating with parents and caregivers.

- Encourage the teacher candidates to acquire background information on PK-12 students through records, discussion, and/or family conferences.
- Share concerns and problems about the teacher candidate's development as soon as possible and do not hesitate to consult with the university supervisor for any assistance that may be needed.
- Be tactful and honest when providing feedback to the teacher candidate, making sure to include the things he/she does well.
- Arrange for frequent conferences to determine the status and progress of the teacher candidate.
- Understand and support the policies and procedures of the School of Education clinical student teaching experience program.
- Notify the university supervisor immediately if the teacher candidate consistently fails to abide by PK-12 partner school regulations or if performance is unsatisfactory.
- Notify the university supervisor immediately when the teacher candidate is excessively absent or tardy.
- Complete the Observation Assessment Form, discuss observations with the teacher candidate and give copies to the university supervisor and the teacher candidate. (at least **eight (8)** times per semester).
- Complete the C.P.A.S.T. assessment forms at mid-term and at the end of the student teaching experience.
- Collaborate with the university supervisor and teacher candidate to complete the C.P.A.S.T Consensus Form.
- Complete and sign the expository final evaluation/reference and submit to the university supervisor for inclusion in the student teacher's credential file.

### The University Supervisor

The university supervisor is the second level of support provided to the teacher candidate during the clinical student teaching experience. In conjunction with the PK-12 cooperating teacher, the university supervisor will guide and support the teacher candidate as they move from teacher candidate into the profession of education. The university supervisor will provide their support on and off site through continued communication with the teacher candidate and PK-12 cooperating teacher, as well as using scheduled and unscheduled observations to gauge the readiness of the teacher candidate.

### University Supervisor Responsibilities for the Clinical Student Teaching Experience

During the clinical student teaching experience, the university supervisor should do the following to ensure the success of the teacher candidate:

- Visit his/her teacher candidate in their PK-12 classroom on a regular basis. It is important that the teacher candidate and the PK-12 cooperating teacher understand the role of the university supervisor's function.
- Serve as a liaison between the University and the PK-12 partner school.
- Spend time in the PK-12 partner school for general orientation purposes, such as conferring with the PK-12 cooperating teacher and principal as well as getting acquainted with the various school procedures.
- Collaborate with the PK-12 cooperating teacher and the teacher candidate in order to arrange a desirable schedule of teaching observations and related activities.
- Follow all PK-12 partner school policy for entry and visitation of the school.
- Perform a minimum of **eight (8)** teaching observations of the teacher candidate teaching performance.
- Conduct a post-observation conference with the PK-12 teacher candidate to provide constructive feedback to aid the teacher candidate's improvement
- Complete the Observation Assessment Forms and provide copies to the teacher candidate and the cooperating teacher.
- Meet with the PK-12 cooperating teacher, as necessary, concerning the student teacher's performance.
- Provide suggestions that will help the teacher candidate to solve personal and professional problems related to PK-12 school and personnel.
- Assist the teacher candidate to achieve the clinical student teaching experience performance outcomes.

- Provide guidance to the teacher candidate as needed, in lesson planning, classroom management, keeping records, constructing tests, understanding individual learners, motivating learning, evaluating learners, and meeting individual differences.
- Encourage teacher candidates to participate in non-class experiences encountered by regular PK-12 teachers, such as guiding homeroom programs, chaperoning school affairs, directing plays, and/or sponsoring special clubs, debates, forums, sports, school trips, or concerts.
- Encourage teacher candidates to take an active part in the professional activities of the teaching profession and professional organizations.
- Encourage teacher candidates to experiment with different methods of teaching approved by the PK-12 cooperating teacher.
- **Notify the Department Chair immediately with respect to teacher candidate performance and placement concerns.**
- Complete the C.P.A.S.T. mid-term and final forms and return the completed forms to the School of Education by the stated deadline.
- Assist the university supervisor and the teacher candidate in completing the C.P.A.S.T mid-term and final.
- Lead the three-way C.P.A.S.T. mid-term and final conference to complete the Consensus Form.

### **The Department Chair of the School of Education**

The Department Chair of the School of Education is the third level of support provided to the teacher candidate during the clinical student teaching experience. In conjunction with the PK-12 cooperating teacher and the university supervisor, the Department Chair of the School of Education will ensure that the policies and practices of the clinical student teaching experience are followed to be in compliance with the State of Ohio's licensing requirements so the teacher candidate can obtain their license and into the profession of education. The Department Chair of the School of Education will provide their support on and off site through continued communication with the university supervisor and when needed the PK-12 cooperating teacher, as well as using scheduled and unscheduled observations to gauge the readiness of the teacher candidate when requested by either the university supervisor or the cooperating teacher.

### **Department Chair of the School of Education Responsibilities for the Clinical Student Teaching Experience**

During the clinical student teaching experience, the Department Chair of the School of Education should do the following to ensure the success of the teacher candidate:

- Organize, administer, and develop the Clinical Student Teaching Program.
- Work closely with area schools and the School of Education faculty and staff to coordinate the placement of teacher candidates in appropriate classroom settings, based upon their clinical field experience and licensure area.
- Assign university supervisors that will support and guide teacher candidates
- Confer with the appropriate PK-12 school administrators in the mutual selection of qualified cooperating teachers.
- Obtains written confirmation from the PK-12 cooperating teachers and school administrators regarding placement of teacher candidates.
- When necessary, visit participating PK-12 partner schools and meet with supervisors, license area coordinators, teachers, and administrators to make sure that all expectations are being met and all concerns addressed.
- Prepares teacher candidates for the clinical student teaching experience by conducting an orientation session the semester prior to their anticipated clinical student teaching experience.
- Maintain ongoing communication with university faculty, teacher candidates, PK-12 administrators, and PK-12 cooperating teachers.
- Investigate, evaluate, and address concerns relating the clinical student teaching experience raised by the university supervisor, cooperating teacher, or teacher candidate, including concerns related to teacher candidate performance.

### Appendix A: Clinical Student Teaching Leave Form

This form should be used by teachers candidates placed in the clinical student teaching experience who will be absent from their placement for any reason. When possible, the teacher candidate should complete the form, with all required information and signatures, and submit it to [schoolofeducation@franklin.edu](mailto:schoolofeducation@franklin.edu) one week prior to the anticipated absence. In the event that the absence is due to an unforeseen illness, the teacher candidate should complete the form and submit it on the day they return to their clinical student teaching placement.

\_\_\_\_\_ requests leave from clinical student teaching for the following day(s)

\_\_\_\_\_

The purpose of the leave is:

\_\_\_\_\_ Unforeseen Illness (If absent for 3 days or more, please provide a doctor's note)

\_\_\_\_\_ Scheduled Medical Appointment

\_\_\_\_\_ Job Interview (School district and position of interview)

\_\_\_\_\_

\_\_\_\_\_ Professional meeting or conference (give specific information, i.e., name, place, etc.)

\_\_\_\_\_

\_\_\_\_\_ Education Job Fair (give specific information, i.e., name, place, etc.)

\_\_\_\_\_

\_\_\_\_\_ Other (please specify)

\_\_\_\_\_

\_\_\_\_\_

#### Signatures

Teacher Candidate: \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

#### For School of Education Use Only

This leave is granted with the following stipulations:

\_\_\_\_\_ None

\_\_\_\_\_ Specify

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Authorized School of Education Signature (Department Chair/Field Coordinator)

\_\_\_\_\_

Date