



Early Childhood Education

Supplement to

**Collaboration in
Teacher Education
Handbook**

*A Guide for PreK-Grade 3 Teacher Candidates,
Mentor Teachers and University Supervisors*

[Revised August 2013-March 2014]



School of Teaching, Learning and Curriculum Studies
404 White Hall, Kent, OH 44242-0001
Phone: 330-672-2580
Website: <http://www.kent.edu/earlychildhood>

Table of Contents

Teacher Education Directory	iii
What is a High Quality Professional Educator?	1
Conceptual Framework & Early Childhood Education Diversity	
Statement.....	
Conceptual Framework.....	
International Baccalaureate (IB); National Association of the Education of Young Children (NAEYC); the Ohio Department of Education (ODE).....	
What the Conceptual Framework of the Early Childhood Program Means	
Democratically Accountable Leaders	
Teachers as Co-Decision Makers.....	
Pedagogical Experts	
Curriculum Experts.....	
Committed Professionals	
Reflective Thinkers	
Basic Expectations for Field Experiences	
General Description.....	
Guidelines for Teacher Candidates During Field Experiences	
Widely Held Expectations for Successful Performance in Field Experiences & Student Teaching	
Placement Process.....	
Policies and Procedures During Field & Student Teaching.....	
<i>Alcohol and Drug Use</i>	
<i>Attendance.....</i>	
<i>Calamity Days.....</i>	
<i>Conflicts Between School Districts and Their Teachers/Staff</i>	
<i>Corporal Punishment.....</i>	
<i>Documentation.....</i>	
<i>Grade for Student Teaching</i>	
<i>Health-Related Issues</i>	
<i>Inclement Weather</i>	
<i>Liability Insurance</i>	
<i>Medications.....</i>	
<i>Obligations Beyond Field and Student Teaching.....</i>	
<i>Professional Conduct and Appearance</i>	
<i>School Policies.....</i>	
<i>Students with Disabilities.....</i>	
<i>Substitute Teaching.....</i>	
<i>Time Commitment.....</i>	
Roles and Responsibilities.....	
Teacher Candidate	
<i>Reflective Teaching</i>	
<i>Opportunities to Engage in Reflection.....</i>	
Mentor Teacher	
<i>Guidelines for the Mentor Teacher.....</i>	
University Supervisor.....	

<i>Guidelines for the University Supervisor</i>	
<i>About Lesson Planning</i>	
<i>About Professionalism and Reflective Practice Through Conferencing</i>	
<i>About Teacher Candidate Conferences</i>	
<i>List of Materials for the University Supervisor</i>	
<i>About Conflict Resolution.....</i>	
<i>Procedures for Addressing Serious Problems.....</i>	
<i>About the Student Teaching Triad</i>	
Assessment of Teacher Candidates	
<i>Performance Assessment.....</i>	
<i>Rationale for the Student Teaching Assessment Instruments</i>	
<i>Observation</i>	
<i>Midterm Assessment</i>	
<i>Final Assessment</i>	

APPENDIX A: Pre-K Facts, Field expectations Block I & II with Pre-K Field & Student Teaching Assessments (*sample forms*)

Pre-K Block I & Block II information	
Professional Development Plan.....	
Pre-K Student Teaching Midterm/Final Assessment.....	
Pre-K Student Teaching ECE Domains of Teacher Competencies Midterm and Final Evaluation	

APPENDIX B: Primary Field Facts Block III

Mentor Teacher & Pre-Service Teacher Expectations.....	
Suggested Roles & Field Expectations Time Table for block III.....	
Block III field Midterm/Final Assessment.....	

APPENDIX C: K- Primary Field Assessments Block IV (*sample forms*)

Kindergarten/Primary Block Overview.....	
Block IV Policies.....	
Roles & Responsibilities.....	
Friday Seminar.....	
Statement of Understanding & Receipt	
Required Teaching Experiences.....	
Block IV Mid-Term & Final Evaluations.....	
Discussion & Reflection.....	
Statement of Concern.....	
Action Plan.....	

APPENDIX D: K-Primary Student Teaching Materials (*with sample forms*)

University Supervisory Roles & Responsibility.....	
Teacher Performance Assessment (TPA).....	
Assessment Deadlines.....	
Guide for Supervisors	
Lesson planning.....	
Professionalism & Conferencing.....	
Sample Forms.....	
Instructions Formative & Summative Evaluations	
Observation forms for supervisors & student teachers.....	

Action plans for student teaching.....
Student Teaching Evaluation.....
Professional Disposition Assessments.....
Evaluation of University Supervisor (by student teacher).....
Permission to Photograph/Videotape/Audiotape of children (TPA)
Absence form.....

NAEYC Ethics Statement (2009)

CONCEPTUAL FRAMEWORK OF THE EARLY CHILDHOOD EDUCATION PROGRAM

The *Conceptual Framework*, which guides the early childhood program at Kent State University is based upon both Ohio Department of Teacher Education standards (ODE) and the priorities of the National Association of the Education of Young Children (NAEYC). Our conceptual framework recognizes six guiding qualities/or values (Committed professional, Curriculum Expert, Democratic leader, Pedagogic Expert, Reflective Practitioner and Teacher Leader) and these roles intersect and are beholden to standards of professional practice with Ohio Department of Teacher Education; The National Association of Education of Young Children; and International Baccalaureate (IB) priorities. In 2012, the ECED program was recognized by the International Baccalaureate Primary Years Programs. At the completion of the program, teacher candidates will have earned both the Ohio License PreK-3 and the IB certificate for IB primary years programs.

The Early Childhood Education (ECE) Program provides candidates for initial licensure with a wide variety of experiences in classrooms with diverse populations of teachers and children. ECE candidates pursue a program of study that involves liberal education requirements, college core requirements, and five semester blocks of Early Childhood Education (ECED) courses that are integrated with field and clinical experiences. Candidates complete two student teaching experiences: one in preschool (300 clock hours) and one for kindergarten-primary (400 clock hours). In the remaining three blocks, candidates complete a total of 408 field hours at the preschool and kindergarten-primary levels.

This handbook is intended to guide your conduct, across the five Blocks, in field and practical placements (student teaching), as well as in the college classroom and in interactions with your peers. ALL Early Childhood Education majors should pay particular attention to, be familiar with, and guided by, the following policies and procedures in all their education-related endeavors.

The Roles of Teachers in the Conceptual Framework of our program

Starting in the early 2000s, the faculty at Kent State University sought to unify the faculty and program within the challenges of early childhood education today through the development of a conceptual framework. The conceptual framework was constructed to merge the challenges of pre-k primary grades education in a way that was respectful of the young child's unique development in an increasingly pressure filled world of education in which academic standards and assessments are valued. While we recognize the specialization of content knowledge in early education, and recognize the importance of assessments to guide professional practice we chose to align our ideals to a set of values so as to not lose the specialization of our field, which upholds professional accountability to the young child age three to grade three.

We utilize the concepts of committed professionals, curriculum experts, democratically accountable leaders, pedagogic experts, reflective thinkers, and teachers as co-decision makers to transmit some of the unique values that support

optimal growth and development of young children today. Woven into each of these concepts, the pre-service teacher will see the goals and priorities of becoming a professional practitioner whose role is to support, guide, educate and understand the learner.

Below are the foundational concepts that guide the KSU teacher education program.

Committed Professionals

At this point in your education, you are transitioning from being a student to becoming a professional educator. With that transition comes great responsibility. Professionalism is an attitude and internal guide to our behavior. According to Regie Routman (1999), to do our job well means being professional in highest sense of the word. Being professional encompasses the following roles:

- **Learner**

View yourself as a model learner. “Being able to listen, question, explore, and discover are more important than having all the ‘right answers’” (p. 2). Life-long learners belong to professional organizations, read current research and attend local and national conferences to keep up to date on new understandings in their field.

- **Scholar**

“We can glean much from authors, experts, and colleagues, but to be scholarly about our learning, we have to reflect upon it, challenge it, and ‘push the envelope’” (p. 3).

- **Communicator**

“Being a clear communicator to our students’ families, our students, our colleagues, and our extended school community is one of our most important professional roles” (p.4). Professional teachers are comfortable articulating why they are doing what they are doing.

- **Leader**

A leader is someone who believes everyone can contribute to the conversation and has something important to say. A leader “gets things done” because it is for the overall good of the school, class, or student.

- **Political actor / activist**

Education is political. We need to feel comfortable asking questions and challenging information when necessary. Teachers are agents of change and are responsible for creating just and equitable classrooms environment for their students.

- **Researcher / Teacher**

A teacher researcher is an observer and learner, who looks and looks again, questions assumptions, reconsiders practice, and continues to questions what happens in the classroom (Bissex as quoted in Routman, p. 7). Professionals also ask their own questions and collect and analyze data to answer their questions.

- **Role model for kindness**

“How we lead our lives and conduct ourselves with others is one of the most important marks of the professional teacher... How we treat each other, our students, and their families greatly impacts our effectiveness as teachers” (p.7). “We are not only literacy role models for our students; we are also, always models of human behavior” (p.8).

Routman, R. (1999). *Conversations: Strategies for teaching, learning, and evaluating*. Portsmouth, NH: Heinemann.

Curriculum Experts

Synthesize conceptual understandings of theory, content, technology, and child development into meaningful activities for Pre-K – 3 students. Through coursework our pre-service teachers learn important elements of research and theory that informs best practice for young children within each content area. Our pre-services teachers are also knowledgeable of district courses of study; and state and national content standards across the contents of primary curriculum. They are able to construct a balanced program that integrates the important components of effective instruction specific to each content area. They are able to assess children’s learning through various authentic means and use this information as they plan lessons. Our preservice students also learn to adapt planning and instruction to reflect the needs of specific children and sites.

Our pre-services teachers also learn how to create learning environments that are applicable to whole group, small group and individual work. They practice responding to children in constructive and supportive ways.

Democratically Accountable Leaders & advocates

Ethical leaders, moral agents who strive for social justice who acknowledge and practice multiple, multiethnic, multicultural, and multilingual perspectives in a pluralistic society

Under this notion, KSU ECE teacher education students will be able to:

- Advocate ALL young children’s rights for their equal and fair treatment from the society to help them reaching their fullest potentials;
- Create and exercise developmentally meaningful and culturally responsive conditions for ALL young children’s meaningful learning and growth;

- Disapprove and challenge ANY social, political, economical, and cultural scrutiny that obstructs young children's healthy and safe living conditions and supportive learning environment; and
- Lead the profession with a collective and shared responsibility to protect ALL young children's legal & ethical rights.

Pedagogical Experts

In order for teachers to become pedagogical experts they need to develop the following: 1) a deep understanding for the subject matter knowledge involved in early childhood instruction, 2) an ability to utilize a variety of effective and equitable teaching approaches in the classroom, and 3) teachers must be able to utilize these understandings to adapt instruction to best meet the academic needs of their students.

The notion of "pedagogical content knowledge" (PCK) articulates the difficult terrain that teachers must negotiate between their content understanding and their pedagogical approach (Shulman, 1987). This construct of PCK speaks directly to the complexity of expert teaching in that it is not enough to merely have a strong grasp of content or pedagogy, rather "the key to distinguishing the knowledge base of teaching lies at the intersection of content and pedagogy" (Shulman, 1987, p. 15). PCK is steeped in the practices of the classroom teacher and includes a variety of both theoretical and practical approaches, which are designed to meet the needs of all children.

Furthermore, teachers must be able to utilize these understandings to equitably assess and evaluate the learning and growth of their students within particular subject areas. In addition, our pre-service teachers are engaged in inquiry-based coursework so that their lesson planning, across the content areas, evidences inquiry-based involvements for young children that:

- are inviting, motivating and creative
- invite exploration, inquiry, hands-on and minds-on investigations
- promote thinking, problem-solving and theory building
- encourage communication and sharing
- provide multiple modes of representation
- evidence current thinking in each content area.

Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57, 1-22.

Reflective Thinkers-

Be able to engage in the habit of self-assessment to continually uncover unknown possibilities in educational theory, classroom practice, and self Under this notion, KSU ECE teacher education students will be able to:

- Continually access and apply educational theories, which promote all students as capable and successful learners, contributing to classroom and school environments of

possibility and potential. The teacher will systematically create and access resources to sustain teaching/learning professional endeavor leading to social-emotional development and academic achievement for all students.

- Refine and construct a classroom observation-inquiry-assessment system that supports the teacher in improving his or her planning, interactions, and pedagogical approaches with students and communities. This process will aide the teacher in creating a positive and successful construction of the student as learner with tangible academic and social-emotional outcomes.
- Establish and maintain a systematic set of mechanisms whereby the teacher publicly and individually reflects upon the successes, needs, strengths, and struggles with which she/he engages on a daily basis with students. The ultimate goal of systematic self-evaluation is to improve and tailor teaching approaches to meet the varied needs of students.

Teacher as Co-Decision Maker

Pre-service teachers will work in concert with members of their classroom, schools, and communities to devise meaningful classroom pedagogy and curriculum. This should be seen as a reiterative process where all stakeholders, teachers, children, families, and community members, engage in decision-making that meets the specific needs of the students, schools, and the larger community. This dynamic process will provide each stakeholder with a vested interest in the creation of curriculum and goals for students and schools. By following an interactive approach, pre-service teacher educators work to devise innovative learning opportunities as opposed to passively accepting a prescribed curriculum. The overarching goal of this stand is to solidify the interconnected and changing relationships between communities, schools, students, and teachers to determine the most beneficial pedagogy for the children in our schools. In any given teaching situation, the early childhood pre-service teacher learns to use professional knowledge from multiple sources in deciding what course of action is appropriate. "Education and development are, after all, ongoing processes that continue throughout life....As educators and developmentalists, early childhood teachers have to become comfortable with paradox—stability and change, individual and group, structure and freedom, flexibility and predictability." (p. 51) Resolving apparent contradictions, working with schools and communities, and attending to families, are all integral to the needed professional judgment and collaborative aspect of teaching.

Bredekamp, S, & Copple, C., (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: National Association for the Education of Young Children.

History of the International Baccalaureate Integration (IB):

In 2009 Early childhood faculty began to evaluate our program within an increasingly global society. We recognized that many of the challenges of today are not recognized within curriculum unless we as teachers recognize them, learn about them, and value them.

Challenges we face include unprecedented global migrations, climate changes, economic instability, global conflict and the continuing need to steward natural resources (Boix-Mansilla, et.al). Because faculty continued to be increasingly troubled by the ways in which national standards did not recognize such dilemmas, we worked to integrate the International Baccalaureate program into our coursework. Beginning in 2012, students at both the B.S.E. and M.A.T. level of the program will receive IB Primary Early Program concurrent to their earning of the initial teaching license (PreK-3). In the following narrative, the IB priorities are listed along with that of NAEYC and ODE (Ohio Department of Education).

International Baccalaureate Organization

Mission Statement: The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences can also be right.

Philosophical Perspective of International Mindedness

Values Alignment: Enhancing Teaching and Learning; Fostering communication and collegiality; Encouraging innovation and risk taking; Promoting inter-cultural understanding and respect; Acknowledgement of diversity and multiple perspectives; Supporting reflection and professional learning

Learner Profile: Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective

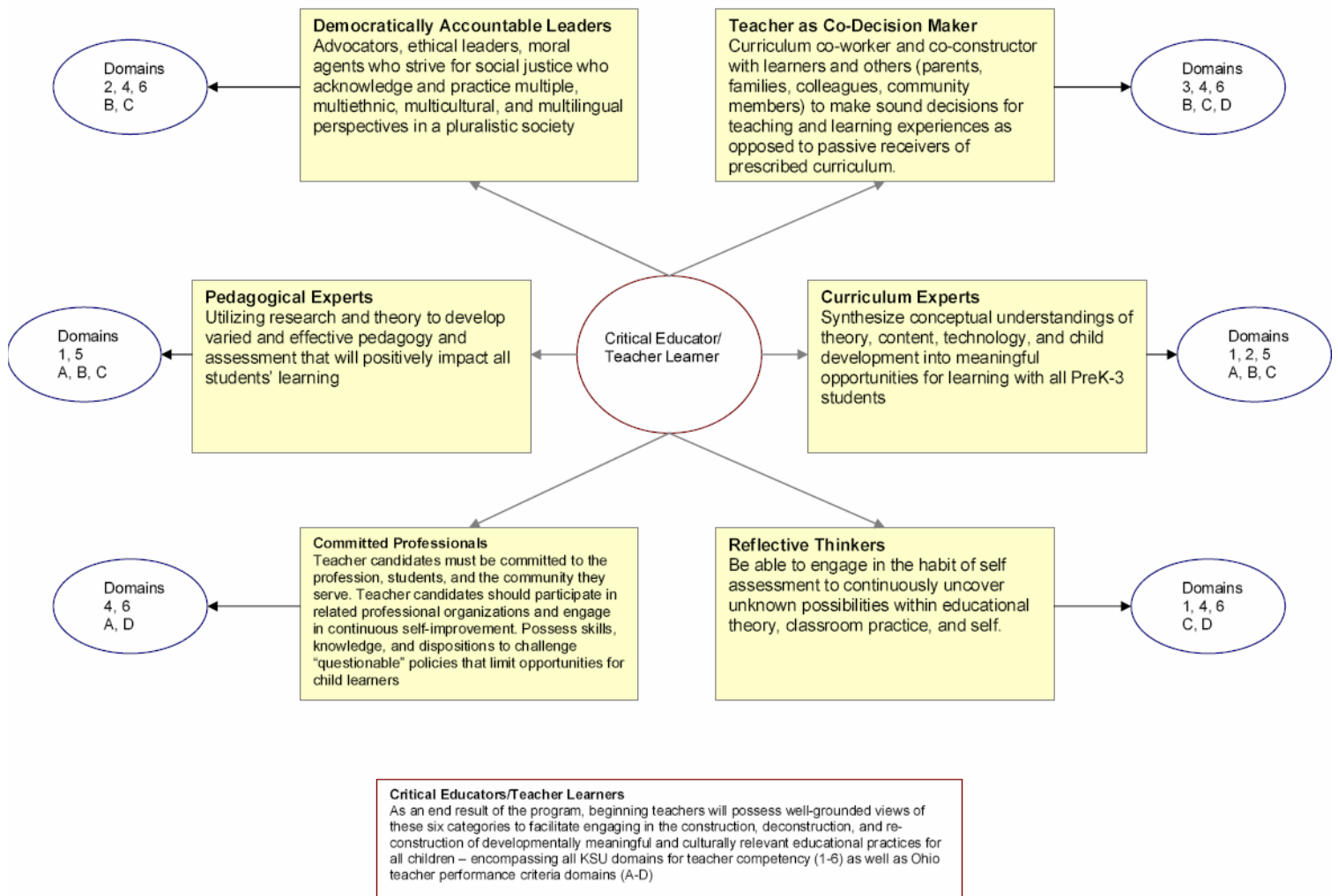
NCATE/NAEYC Standards (2011)

- Standard 1. Promoting Child Development and Learning
- Standard 2. Building Family and Community Relationships
- Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families
- Standard 4. Using Developmentally Effective Approaches
- Standard 5. Using Content Knowledge to Build Meaningful Curriculum
- Standard 6. Becoming a Professional
- Standard 7. Early Childhood Field Experiences

Ohio Department of Education Standards for the Teaching Profession (2011)

1. Teachers understand student learning and development and respect the diversity of the students they teach.
2. Teachers know and understand the content area for which that have instructional responsibility
3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
5. Teachers create learning environments that promote high levels of learning and achievement for all students.
6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

Early Childhood Preservice Education Program Conceptual Framework



Early Childhood Education Diversity Statement

The Early Childhood Education Program describes diversity by acknowledging the multiple dimensions characterizing the quality of human difference. These dimensions include race, social class, gender, religion, ability/disability, language, geographic location gender, religion, sexuality, ethnicity, health status, age, and experience. We also acknowledge social, political, cultural, national, international, global and intellectual discourses that influence the curriculum. We recognize both dominant and marginalized positions within society. We view children, teachers, parents and other caregivers, schools, staff and administrators as members of both large and small communities of practice that structure possibilities for early learning, growth, and change. We recognize the small community of the early childhood classroom as a lasting influence on children's beliefs and perceptions about self, diversity, justice and relationships. And we recognize the role and responsibility of the perceptive and compassionate early childhood teacher in co-creating a safe, just and caring space for children to construct caring relationships, successful school experiences, and communities across differences.

Toward your growth in that role and responsibility, your work in the Early Childhood Education Program includes the following expectations:

Opportunities with People

- ✓ You will be provided opportunities to interact with people who offer a variety of cultural and international perspectives, which will help you to confront and challenge issues related to diversity including educational access and equity;
- ✓ You will participate in integrated experiences in diverse communities through coursework and practical experience;
- ✓ You will work with related educational and social services for children and families;
- ✓ Settings will have a range of inclusive diversity, which includes settings to educationally instruct ALL children (e.g., inclusive of those living in poverty, those with identified and unidentified disabilities, English language learners);
- ✓ You will be asked to develop and articulate self-awareness and reflection skills, and challenge yourself to investigate diverse perspectives, people, places, and events to stretch your personal range of experiences and point of view.

Every class, observation, assignment, and practicum will afford you opportunities for significant growth and change. Prepare to be guided and supported by faculty.

University Faculty Support

- ✓ With guidance, you will learn to structure, and engage children in, supportive learning environments which are culturally relevant and which are differentiated to meet the range of variability that children bring (including poverty, English language learning, disability, typical and atypical development, family variability, etc.);
- ✓ You will work in concert with faculty and members of your cohort toward

identifying meaningful opportunities to nurture and practice the following dispositions: perspective-taking, inquiry and reflection, open-mindedness, analytical deconstruction, connection-making, empathy, perseverance, and courage;

- ✓ You will seek connections between the complexity of diversity and its vital, and pervasive, place in the early childhood classroom.

Toward this end, we will support you in developing advocacy skills, professionalism, and long-term learning strategies. Expect this process to be a joyful struggle. It may be difficult, slow, and revealing at times. If it is not, we (the faculty) and you (the teacher candidate) are not doing it right.

Responsibilities as a Pre-Service Teacher to Children, Families, and Schools

- ✓ You are expected to demonstrate civility and respect, balanced with freedom of inquiry, speech, and beliefs, in all settings (classes, meetings, field and practicum sites, university and public school settings);
- ✓ Throughout the program, you are expected to seek out solutions, stretching yourself through authentic inquiry, research, analysis, the development of coherent arguments, participation in deep discussion, and long-term meaningful interactions with diverse others in the construction of independent and collaborative knowledge.

To this end, we expect you to strengthen your ability to articulate, argue for, and develop meaningful experiences and curricula for ALL children through reflective practice, learning-centered approaches, and professional responsibility and accountability.

Reflective Practices

We prepare educators to think about their professional values and to make informed and reasoned decisions. Our students explore professional literature and other educational resources to sustain a career-long examination of beliefs, advice, theoretical propositions and research studies. We expect all educators to:

- a) Develop a personally relevant and expanding knowledge of content and pedagogy;
- b) Possess an in-depth knowledge of human development and learning;
- c) Inquire into teaching and learning using systematic approaches;
- d) Approach their work as researchers, submitting their practices to an integrated cycle of assessing, planning, acting and revising; and
- e) Understand that teaching is multi-faceted and informed by creative, ethical, and visionary thinking.

Learning-Centered Approaches

As individuals interact with the world, they construct increasingly coherent belief systems and practices that reflect their current knowledge and understandings. Our program fosters meaningful learning in teachers and learners who:

- a) Share ideas with one another;
- b) Collaboratively pose and answer questions;
- c) Create supportive classroom environments;
- d) Meet the needs of individual learners;
- e) Think critically; and engage in research to solve problems.

Professional Responsibility and Accountability

Central to our framework for the initial licensure of teachers is the scholarship of teaching. Our students focus their efforts on becoming public, open to critique, and responsive to evaluations of their teaching practices. This requires participation in a variety of experiences which are designed to demonstrate responsibility toward:

- a) Students, teachers, parents and other caregivers, and the school-wide community;
- b) Local, state, and federal education agencies;

- c) The profession at-large through public discourse and advocacy; and
- d) The teaching self through life-long learning and evaluation of one's practice.

Basic Expectations for Field Experiences

General Description

Field experiences for teacher candidates begin in the first years of their programs primarily in public and/or private school settings. The field experiences consist of observation and/or participation in classrooms and/or other educational settings.

Subsequent field experiences will be associated with a variety of courses throughout their teacher education programs. The exact nature of such field experiences will depend upon both the licensure area of the student and particular opportunities and requirements of specific courses. Be sure to check with the specific program area for courses and their field/clinical experiences. Definitions of field experiences are provided below:

- involve specific learning objectives that have been set to assure increasing proficiency in performing the various teaching responsibilities under actual school conditions. Experiences and objectives shall be jointly developed among representatives of approved or chartered schools or school districts, including administrators, supervisors and teachers, the college or university preparing teachers and teacher candidates. Per NCATE standards, field-based experiences must be completed in a variety of diverse settings.
- present individual cases or problems involving the application of principles and theory in teaching and learning under the direction and supervision of experienced faculty--in a college or university laboratory setting, approved or chartered school, or other educational setting. The teacher candidate shall be involved in the use of diagnostic testing instruments and observational techniques to enable an analysis of student learning progress or difficulties, on both an individual and group basis, and prescriptions of instructional strategies, educational media and materials to maximize pupil learning outcomes.

Guidelines for Teacher Candidates During Field Experiences

As guests in schools and other educational settings, your presence should reflect professionalism. The following will help to guide you in your site visits as teacher candidates and as representatives of Kent State University:

1. As soon as you receive your confirmation of a placement, please contact the Mentor Teacher and make arrangements for the visits. Please be considerate of the Mentor Teacher's schedule and not wait to the last minute to fulfill your hours.
2. Teachers rely on your commitment and punctuality. If for some reason, you are unable to attend the agreed upon times and days for your field experience, please contact the teacher or school/site office and your Kent State University course

instructor to let them know of your absence. In case of emergency, please contact the school and leave a message the day the emergency occurs.

3. Field experience is the beginning of a professional career in teaching and principals and teachers may be asked to provide recommendations for future employment. Thus professional conduct and appearance are important. It lets others know who you are as a professional. So while we recommend that you follow the standards of professional conduct and appearance as specified by the school's teacher handbook or by the administrator in charge, teacher candidates may also want to consider their own, higher standards if the situation warrants. Handbooks often address length and style of hair, beards and moustaches, piercings, style of dress, tattoos and length of skirts. If you feel the standards asked of you are unreasonable and you are unable to conform to these standards, please consult with your university supervisor or the Director of Clinical Experiences before taking issue with the administrators in the assigned building. Program areas may also have specific guidelines to follow.

4. Transportation is your responsibility. Car pooling is encouraged whenever possible because of the limited parking available at schools/sites.

5. Whenever possible, please schedule a few minutes to meet the Building Principal. This offers you the opportunity to learn the preferred way to enter classrooms, meet teachers and address your specific goals. When observing, please find an area in the room away from the classroom activities and follow the teacher's lead for interactions and classroom involvement with his/her students.

6. Teachers and schools expect that KSU guests not "chit chat" while in their classrooms and remain on-task throughout the scheduled times in their classrooms. Talking to anyone, including other KSU students visiting the classroom with you, will interfere with the learning environment. No food or beverages are to be consumed in the classroom unless it is part of the classroom activities approved by the Mentor Teacher.

7. When it is time to end the visit, please leave as quietly as possible. If the opportunity is there to thank the teacher for the visit, it is an appreciated and a courteous gesture.

8. If you write an observation report (as a course requirement), write what you saw or heard, without recording judgment or criticism. Remember to omit names of teachers, children, other school personnel and the school name and district so as to maintain a professional policy of confidentiality.

9. In your development as a teacher candidate, your fieldwork must be given first priority over other personal obligations and commitments. In addition, you must conduct yourself in a professional manner, including dress, speech, personal habits and overall courtesy.

10. Any indication of drug and/or alcohol use will result in removal from the school.

Widely Held Expectations for Successful Performance in Field Experiences and Student Teaching

Placement Process: Field Experiences and Student Teaching

If the teacher candidate is eligible (all coursework, GPA, dispositional standards, and other criteria as specified by Program Area and College need to be successfully met prior to the final student teacher semester) and the Teacher Candidate Information Forms have been completed and received by the established deadline in the Vacca Office of Student Services (VOSS), 304 White Hall.

The primary goal of the Vacca Office of Student Services is to provide you with an appropriate placement for your licensure area within 50 miles of the Kent Main Campus. Requests for specific placements are taken into consideration, however, there is no guarantee that a request can be met. Prior to each block of the program faculty will assist the student in filling out appropriate paperwork for requesting a field placement (Orientation or Summer admission) for Block I; Block I (for block II); Block II (for block III); Block III (for block IV) and Block IV (for final student teaching).

The Vacca Office of Student Services follows these guidelines in making appropriate placements:

1. Our accrediting agency, the National Council for Accreditation of Teacher Education (NCATE), requires that “candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender, and socioeconomic groups.

In accordance with the College’s Conceptual Framework which explicitly values diversity in teacher preparation, teacher candidates are required to participate in field experiences and clinical practice within the partnership districts that include students with exceptionalities and students from diverse backgrounds, including but not limited to ethnic, racial, gender, linguistic, and socioeconomic diversity. Experiences with diversity are linked to course-related field experiences. If a candidate has not experienced diversity in prior field experiences, then the Office of Student Services will attempt to locate a school/district that fulfills this requirement.

2. Placements will be requested in our 130+ partnership districts in NE Ohio. Additional opportunities for student teaching can be arranged in our out of state placements; Consortium for Overseas Student Teaching (COST) program; and Schools for the Deaf.
3. The Office of Student Services must make all arrangements for student teaching. Arrangements made any other way will not be recognized as valid. **Under no circumstances will a prospective teacher candidate contact any school district personnel with the intention of securing his/her own placement.**

4. A teacher candidate is not permitted to student teach in the same school district where he/she is employed, where relatives are employed, or from which he/she has graduated.
5. University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If a teacher candidate has a documented disability and requires accommodations, he/she must inform the Office of Student Services at the time of application for student teaching so that a reasonable placement can be secured.

Teacher candidates will be notified by mail at their home address about the details of their placement. As soon as they receive their confirmation letter, teacher candidates should contact the Mentor Teacher to make arrangements for schedule and curriculum materials. The week before the semester begins, the teacher candidate should pick up the Mentor Teacher Packet in the Office of Student Services, 304 White Hall, and deliver to him/her.

Teacher candidates are responsible for all transportation arrangements. Please make sure that you have reliable transportation. Car pools sometimes can be arranged with other candidates assigned to the same school.

Policies and Procedures During Student Teaching

Alcohol and Drug Use. Any indication of drug and/or alcohol use will result in removal from the school. Please be aware that strong indications of cigarette, cigar or pipe use, cologne, after shave or perfumes may be offensive to colleagues and students in schools.

Attendance. It is expected that a teacher candidate will follow the Mentor Teacher's scheduled work day and be actively engaged during the required number of weeks as determined by the program area and the published schedule by the Office of Student Services. Professional obligations may require the teacher candidate to work beyond the scheduled work day.

In case of illness and/or emergency, the teacher candidate must contact the Mentor Teacher immediately and the university supervisor must be notified, whether an observation is planned or not. Lesson plans must be available for the Mentor Teacher even on the days of absences. Any illness in excess of **three** consecutive days must be documented by a written excuse from a doctor.

However, for any absence, the teacher candidate must complete an Absentee Form (*see sample in Appendices*) provided by their university supervisor, stating the reason for the absence. The form must be signed by the Mentor Teacher, the teacher candidate and the university supervisor. The university supervisor will return the form to the Office of Student Services, 304 White Hall.

Absences will affect the continuity of the student teaching experience and could result in an extension of the experience or **unsatisfactory** rating of student teaching. All final decisions will be at the discretion of the Office of Student Services in consultation with the program coordinator and/or program area faculty.

Calamity Days. While student teaching, if your school is closed due to other weather conditions, natural disasters, power outages, or structural damages, teacher candidates are not required to make up the time unless it affects spring break or winter break. If the school cancels its spring/winter break and teachers must report that week, then you as a teacher candidate will need to report to your site also.

Conflicts Between School Districts and Their Teachers/Staff. Because teacher candidates in the state of Ohio do not have the legal status of certificated or licensed personnel and because their proper role is that of learner, not substitutes for personnel, the teacher candidate should not report for duty or be in or near the building of assignment in the event of strike or work stoppages. Should any of these events occur, the teacher candidate is to telephone his or her university supervisor immediately.

In the event that the school to which the teacher candidate is assigned is subject to a jurisdictional dispute between a teacher's association and the school corporation, teacher candidates will assume a position of neutrality. The teacher candidate is to remain away from the placement site and not participate in either side of the dispute.

Corporal Punishment. Teacher candidates in the state of Ohio do not have the legal status of certificated personnel. A teacher candidate is NEVER to administer corporal punishment as a means of discipline.

Documentation. If you need to document your students' work (i.e., photographs, videotapes, audiotapes, etc.), you must use the sample form in the Appendices (Permission for Photographs/Videotapes/Audiotapes of Children). Also, remember when reviewing student records and/or IEPs, you must adhere to professional ethics on confidentiality.

Grade for Student Teaching. Teacher candidates receive an S/U upon completion of the student teaching experience. Student teaching seminars are graded A-F. Attendance is required at all seminar sessions. Contact your department for further information about the student teaching seminar schedule.

Health-Related Issues. Issues relating to the health of teacher candidates and/or students in classrooms will be handled on an individual basis.

Inclement Weather. Situations exist from time to time that require the cancellation of classes in schools due to inclement weather. In this event, Kent State University teacher candidates are to follow the same plan and procedures as the Mentor Teacher.

Please do not call the school to ask if school is in session. All of the school districts will report their closing over radio and television stations (or on their websites) and candidates are expected to locate school closing information at the appropriate station.

Additionally, it is important that a phone call list be established with the teacher(s) and the university supervisor in the event that teacher candidates are not to report to schools.

Because of contractual obligations or other special conditions, Mentor Teachers (of the participating schools) may be required to report to school even though their students do not. If this situation exists, Kent State teacher candidates also will report because teacher candidates are to follow the Mentor Teachers' schedules.

Liability Insurance. The University provides liability insurance coverage for all KSU students and this coverage extends to teacher candidates in northeast Ohio and within the 50 states. Teacher candidates for the COST program must secure separate professional liability insurance in order to be considered for that program because they are not covered overseas under the university's policy. Additional coverage can be obtained through student education associations such as the Kent Student Education Association (KSEA) or the Art Student Education Association (ASEA), etc.

Medications. Teacher candidates are NOT permitted to administer medications to students.

Obligations Beyond Field and Student Teaching. Outside obligations such as jobs, family obligations or coursework cannot be used as an excuse for marginal or unsatisfactory performance during the student teaching experience. Teacher candidates are not permitted to take other coursework during student teaching (except for Inquiry Into the Profession Seminar) unless they have special permission from a faculty advisor. *A Request for Exception to Eligibility for Student Teaching form can be picked up in the Office of Student Services, 304 White Hall.*

Professional Conduct and Appearance. Principals and teachers may be asked to provide recommendations for future employment on your behalf, therefore, conduct and appearance are important. It lets others know who you are as a professional. So while we recommend that you follow the standards of professional conduct and standards as specified by the school's teacher handbook or by the administrator in charge, teacher candidates may also want to consider their own, higher standards if the situation warrants. Handbooks often address length and style of hair, beards and moustaches, piercings, style of dress, tattoos and length of skirts. If you feel the standards asked of you are unreasonable and you are unable to conform to these standards, please consult with your university supervisor or the Director of Clinical Experiences before taking issue with the administrators in the assigned building. Program areas may also have specific guidelines to follow.

School Policies. School policies may vary from school to school. Upon arriving at the school assignment, the teacher candidate should immediately become familiar with school policies (zero tolerance, incident reporting, universal health precautions, cell phone and text messaging policies, social networking, etc.), regulations and physical facilities of that school. Your Mentor Teacher or building administrator should help you with this orientation to the school. Some districts may require background checks, TB

tests or passage of the Praxis II content area test prior to the beginning of the student teaching experience.

Substitute Teaching. Teacher candidates **are not** permitted to substitute teach until they have met the following criteria:

- Successful completion of the student teaching semester and a letter of completion from the Office of Student Services (OSS), 304 White Hall. This letter will be issued at a candidate's request on a form after grades are posted (see OSS website); **OR**
- A provisional teaching license from the state of Ohio.

Situations may arise in which the Mentor Teacher to whom a teacher candidate is assigned may become ill or have an emergency for a portion of the day. In a situation of this type, it is reasonable for the principal to ask the teacher candidate to assume direction of the class for a portion of the day if he or she judges that the teacher candidate is capable of carrying out this responsibility. Under these circumstances, either the principal or another certified staff member must assume the supervisory responsibility and/or periodically check with the teacher candidate during that day. If a teacher candidate is requested to substitute teach beyond a partial day, then he/she must decline. If there is any question about this policy, the principal should call the Office of Student Services (330-672-2870) for clarification.

Time Commitment. Student teaching is a full-time professional commitment. Other commitments and obligations should be reduced to a minimum during this time. Student teaching duties must be given first priority even though there may be other personally compelling concerns. The teacher candidate is required to follow the calendar of the school where he/she is assigned (i.e., spring vacation and other days off are not necessarily the same as the university's calendar) and the work hours of the assigned teacher, and the student teaching schedule published by the Office of Student Services.

Mentoring and Monitoring Teacher Candidate Progress through the Program

All candidates admitted to the Early Childhood Program will receive faculty mentoring and monitoring across the block sequence. The purpose of this intensive support is to guide candidates toward the acquisition and demonstration of the knowledge, dispositions, and skills required of highly effective teachers in the early childhood field. It is each candidate's responsibility to demonstrate the requisite knowledge, dispositions, and skills in order to be considered for promotion to the next block and eventual graduation.

Candidate progress will be recorded on the Student Progress form and copies of the completed forms and supporting documentation will be securely maintained by the Field Experience Coordinator. Each candidate will meet with faculty each semester to share his or her self-evaluation and goals, and to receive constructive feedback and mentoring regarding strengths and areas that require additional development prior to graduation.

Each candidate is invited to present a self-selected piece of work from the current semester to submit to their file as evidence of mastery. Faculty may also submit work samples to the Student Progress File.

Student Progress File

CANDIDATE'S NAME: _____ Circle one: **UNDERGRADUATE MAT**

Admissions date: _____ Admissions Reviewers: _____ (Participants)

Student-Selected Work Sample: _____

Comments/Recommendations: _____

Candidates admitted to the Early Childhood Program are required to abide by all Federal, State, and local laws; University policies; and the codes of conduct outlined in the College of Education, Health & Human Services handbook as well as those defined in the Early Childhood Program program supplement to the EHHS Handbook. *University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services. Call 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).*

Block I - Field Site: _____ Mentor Teacher: _____

Assessment(s) Submitted: PreK Field Assessment, _____

Conference Date: _____ Faculty present: BI _____ BII _____

Block II - Field Site: _____ Mentor Teacher: _____

Student Teaching Supervisor: _____

Assessment(s) Submitted: PreK Student Teaching Assessment, _____

Conference Date: _____ Faculty present: BII _____ BIII _____

Block III - Field Site: _____ Mentor Teacher: _____

Assessment(s) Submitted: _____

Conference Date: _____ Faculty present: BIII _____ BIV _____

Block IV - Field Site: _____ Mentor Teacher: _____

Block IV Facilitator _____

Assessment(s) Submitted: Field Teacher Evaluation, _____

Conference Date: _____ Faculty present: BIV _____ BV _____

Block V - Field Site: _____ Mentor Teacher: _____

Student Teaching Supervisor: _____

Assessment(s) Submitted: Student Teaching Evaluation, _____

Recommendation for Licensure:

**** Other appropriate assessments include: Student-Selected Work Sample, Faculty-Selected Work Sample, Professional Development Plan, Action Plan, Dispositions Assessment, Observation Notes.**

Evaluation of Performance in Block _____

Candidate's Self-Assessment:	Candidate's goals for next semester:
Faculty Feedback	
Course Name/Number: _____ Instructor: _____	
Course Name/Number: _____ Instructor: _____	
Course Name/Number: _____ Instructor: _____	
Course Name/Number: _____ Instructor: _____	

Roles and Responsibilities of the Teacher Candidate, University Supervisor, Mentor Teacher, and Principal during the Student Teaching Experience

Statement of Philosophy. The clinical experience should represent a pivotal point in students' preparation to becoming teachers. It is the time when theory and practice meet and when teacher candidates discover whether they can or even want to teach. Traditional field experience supervision models are comprised of a triad consisting of the teacher candidate, Mentor Teacher, and university supervisor. Each make contributions categorized by specific features relevant to the field experience such as focus, priorities, special expertise, scope, professional concerns, and qualifications. In terms of focus, the university supervisor is primarily concerned with teacher candidates and how they are fulfilling the college program's expectations. The Mentor Teacher's focus is on how the teacher candidates are functioning in the classroom. However, the emerging trend is a movement toward mutual responsibility, including faculty and administrators from the teacher education unit and members from the local school (Burret & Slick, 1995). Accordingly, an additional area of focus should come from the building principal who would be concerned with how the teacher candidates become knowledgeable and function within the larger context of teaching from a school, community, and global perspective. A new model of collaboration in teacher preparation (Table 1) that includes the building principal is provided in the following discussion of the specific roles and responsibilities of the teacher candidate, the Mentor Teacher, and university supervisor.

Table1. Member Roles in a New Conceptual Model of Collaboration for Teacher Education designed as a unified system to support the professional and personal growth of pre-service teachers.

Teacher Candidate	University Supervisor	Mentor Teacher	Principal
Building knowledge of students and teaching, constructing personal identity as a teacher, and developing standard procedural routines for class management and effective instruction.	Ensuring teacher preparation program philosophy is met while creating balance and support for the teacher candidate, Mentor Teacher, and building principal.	Supporting authentic practices through a variety of rich opportunities for the teacher candidate to build a context for understanding and facilitating the complex relationship between teaching and learning.	Providing the connection between teacher preparation coursework and the educational context that includes how classroom practices interact with district/school mission and goals, the conditions and dynamics of a diverse community, and the global issues and forces affecting teaching and learning.

(Varrati, LaVine, & Turner, 2007)

Teacher Candidate

Successful student teaching is a collaborative effort. Teacher candidates must realize their responsibilities as learners, studying the teaching-learning process, and as co-teachers, increasing instructional responsibilities from day-to-day. In addition, teacher

candidates will need to take care of themselves mentally, physically, emotionally and spiritually.

In general, teacher candidates will follow the same policies and expectations for regular teachers. The Mentor Teacher should provide clear directions and closely monitor the teacher candidate's behaviors in this regard in order that misunderstandings not occur. The teacher candidate's responsibilities include:

- Giving student teaching responsibilities first priority even though there may be other personally compelling concerns;
- Being punctual in arriving at school, at scheduled classes and at meetings in accordance with school regulations;
- Notifying the Mentor Teacher as well as the university supervisor as far in advance as possible when absence cannot be avoided;
- Conducting himself/herself in a professional manner at all times, including dress, speech and personal habits;
- Becoming acquainted with and abiding by school policies;
- Keeping information received about students or school personnel confidential;
- Being observant, showing interest and initiative, and being prepared when responsibilities have been assumed;
- Demonstrating teaching skills that include integration of technology and differentiated instruction;
- Providing the Mentor Teacher and university supervisor with lesson plans in advance for feedback in accordance with guidelines established;
- Demonstrating effective classroom management skills;
- Demonstrating self-reflection and welcoming constructive feedback;
- Performing non-instructional duties within and outside the classroom if these are expected of the Mentor Teacher;
- Demonstrating the ability to assume full teaching responsibilities for at least two weeks during student teaching;
- Attending seminars, meetings and/or inservices by the school;
- Never administering corporal punishment as a means of discipline;
- Never administering medications;
- Always implementing universal health precautions when in contact with any body fluids;
- Keeping the university supervisor informed about progress, problems or any other matters needing the supervisor's attention;
- Attending school functions such as PTA meetings, faculty meetings and other events that teachers normally are expected to attend with the approval of the building principal;
- Gaining an understanding of the community life as it relates to the school district through visitation to local community agencies and attendance at various community activities.

Reflective Teaching. During the student teaching semester, teacher candidates are encouraged to reflect on their practice, connecting fieldwork experiences and knowledge learned in coursework. As they develop their ability to function as professional problem solvers, new teacher candidates should begin to engage in reflective teaching.

Effective instruction requires teachers who are empowered, careful thinkers about their day-to-day interactions with students--teachers who are able to reflect on their practice. This, in turn, helps teachers better understand the teaching/learning context.

There are no easy answers to the problems teacher candidates encounter in their particular situations. As beginning teachers and new professionals, they will need to develop the ability to identify and understand problems of practice, hypothesize alternatives, place new actions into practice, and evaluate the results of their teaching. In other words, they need to think about their practice and the impact on student learning.

Opportunities to Engage in Reflection. Throughout their program in the College of Education, Health, and Human Services, teacher candidates have encountered the concepts of inquiry and reflection. In courses, field experiences and inquiry seminars, they have, to some extent, engaged in activities conducive to reflective teaching. What are the major opportunities to engage in reflection during the student teaching semester?

- *Inquiry into Professional Practice* (Inquiry IV), the student teaching seminar, is required of all teacher candidates. Action research projects, in which teacher candidates inquire into a practical problem, are designed and conducted in their placement sites.
- *Dialogue and group discussion* sessions take place in seminar for teacher candidates to discuss their problems, offer solutions and provide a support system for one another.
- *Writing* about their joys and frustrations, successes and failures, daily happenings, reflections, lessons learned, etc., in journals or logs may be an individually chosen activity or seminar assignment.
- *Conversations* and interactions with *mentors*, *Mentor Teachers* and *university supervisors* who take a *supportive stance* and provide constructive feedback give teacher candidates the understanding necessary to problem solve and reflect.

Mentor Teacher

The role of the Mentor Teacher is complex because he/she is responsible for evaluation as well as mentoring. The Mentor Teacher guides the teacher candidate throughout the experience and is responsible for evaluating at the midterm and final evaluations. Finally, although the Mentor Teacher may want to tell the teacher candidate how to teach, he or she will realize that the teacher candidate must experience the challenges of developing a personal teaching style. The Mentor Teacher can serve best by being a mentor and a guide. Specifically, the Mentor Teacher's responsibilities include:

- Accepting the responsibilities required of this role;

- Meeting the teacher candidate and university supervisor for an orientation session during the first week of the experience;
- Becoming aware of the purpose of the student teaching experience and the objectives the teacher candidate must meet;
- Preparing the class for the arrival of the teacher candidate;
- Orienting the teacher candidate to the school and the community;
- Providing the teacher candidate with a gradual induction to the teaching responsibilities;
- Providing the teacher candidate with instructional materials; a personal desk (if possible); and access to student records, audiovisual equipment, and building and district policies;
- Creating a positive learning environment that fosters the teacher candidate's personal and professional growth;
- Supervising and guiding the teacher candidate as he or she develops and implements teaching plans;
- Acquainting the teacher candidate with the backgrounds of the students, the curriculum and the various types of plans for instruction used in the school;
- Modeling effective teaching strategies and techniques;
- Providing continual verbal and written feedback that includes encouragement, constructive criticism and recognition of success;
- Assisting the teacher candidate in implementing the recommendations following evaluation;
- Keeping written records of all evaluations;
- Meeting with the university supervisor and teacher candidate whenever needed;
- Keeping the university supervisor informed about the teacher candidate's progress and/or encountered problems;
- Collaborating with the university supervisor in preparing and conducting three-way mid-term and final conferences; and
- Preparing assessment forms provided by the university supervisor and returning them to the Office of Student Services.

Guidelines for the Mentor Teacher. Your willingness to actively participate in the professional development of a teacher candidate is greatly appreciated. We believe that this will be an interesting and constructive opportunity for the teacher candidate. We hope the experience will provide an occasion for professional growth for you also.

The following list of questions and suggestions is a means of getting your teacher candidate appropriately involved in the school environment and community. The list is representative and is not meant to be inclusive.

Pre-Student Teaching Introduction

Have I:

- ☐ 1. Read the teacher candidate's information form thoroughly including personal interests and hobbies?
- ☐ 2. Provided the teacher candidate with an introduction to the school principal?
- ☐ 3. Provided a BRIEF tour of the immediate instruction area so the teacher candidate will know where to "hang a hat" on the first day of his/her actual scheduled arrival?
- ☐ 4. Provided the teacher candidate with appropriate textbooks and reference materials for perusal?
- ☐ 5. Provided the teacher candidate with a school handbook, if available, so she/he may become familiar with school rules and regulations?
- ☐ 6. Provided the teacher candidate with my home/school/email addresses and phone numbers in the event that some questions may arise about which we should communicate?
- ☐ 7. Provided the teacher candidate with a thumbnail sketch of myself, including professional and instructional expectations?
- ☐ 8. Prepared students for the arrival of the teacher candidate and explanation of his/her role?
- ☐ 9. Discussed the schedule for the student teaching, including the time period, and the procedure for submitting lesson plans for review? (*See page 18, About Lesson Planning.*)

First Day of Actual Scheduled Arrival

Have I:

- ☐ 1. Shown the teacher candidate the school's facilities, i.e., rest rooms, faculty lounge, teacher work room, etc.?
- ☐ 2. Taken the teacher candidate on a general tour of the entire building? Shown the teacher candidate the cafeteria and explained prices, lunch schedule, lunch duties (if any) and disposal of trash, trays, silverware, etc.?
- ☐ 3. Made sure the teacher candidate understands expected hours of arrival and departure and parking regulations, etc.?
- ☐ 4. Given the teacher candidate a copy of the daily schedule, map of the school, etc.?
- ☐ 5. Acquainted the teacher candidate with room policies? Explained expected school dress regulations (especially physical education, shop, lab, and classroom etiquette)?
- ☐ 6. Made as many faculty introductions as possible?
- ☐ 7. Introduced the teacher candidate to each class? Involved students in getting acquainted?
- ☐ 8. Given the teacher candidate his/her own space for personal materials?
- ☐ 9. Defined the teacher candidate's authority in the classroom?
- ☐ 10. Explained building policy and procedures for absences, bomb threats, evacuations, etc? Reminded the teacher candidate to also notify his/her university supervisor?
- ☐ 11. Scheduled or set aside a regularly planned meeting time each day/week?

First Week Checklist

Have I explained:

- ☐ 1. Fire drill regulations? Tornado warning procedures? Bomb threat procedures?
- ☐ 2. First aid policies and procedures (especially in labs and shops)? Identified those afflicted with epilepsy or diabetes, bleeding, bee sting allergy, etc.?
- ☐ 3. Our grading system and school's philosophy about grades?
- ☐ 4. Lesson plan procedures? (Provided the teacher candidate with a copy of lesson plan format or schedule?)
- ☐ 5. Attendance, tardy reports and excuses? Duplicating procedures?
- ☐ 6. Hall passes, library passes, recess duties, eligibility slips, etc.?
- ☐ 7. Access to guidance files for student records, guidance materials, test scores?
- ☐ 8. School calendar? (Invited the teacher candidate to any scheduled PTA meetings, sports, events, etc., and made sure she/he received a complimentary pass?)
- ☐ 9. Procedures for signing up for audio-visual equipment/computer labs?
- ☐ 10. Local community activities and where churches, museums, theaters, restaurants, bowling alleys, etc., are located if she/he is a stranger to this immediate area?
- ☐ 11. Introduced the teacher candidate to administrative personnel?

After the First Week Checklist

Have I:

- ☐ 1. By the end of the second week, observed the teacher candidate? Had a post conference and given the teacher candidate an opportunity to discuss the session that was observed?
- ☐ 2. By the end of the fourth/fifth week, observed the teacher candidate? Had a mid-

- term conference with the university supervisor and teacher candidate to give an opportunity to dialogue about the student teaching experience thus far?
- ☐ 3. Continually observed the teacher candidate and provided verbal and written feedback?
 - ☐ 4. By the end of the sixth week, observed the teacher candidate? Had a post conference and given the teacher candidate an opportunity to dialogue about the session that was observed?
 - ☐ 5. By the end of the seventh/eighth or ninth/tenth week, observed the teacher candidate? Had a final conference with the university supervisor and teacher candidate to give an opportunity to discuss the entire student teaching experience?
 - ☐ 6. Made the schedule of teaching flexible enough to permit the teacher candidate to observe other classrooms thus giving an opportunity to become acquainted with the many possible environments in which she/he may someday find herself/himself teaching?
 - ☐ 7. Invited the teacher candidate to participate in professional organizations on local, state and national levels when feasible or permissible?
 - ☐ 8. Explained the school's discipline procedures on gum chewing, tardiness, "romance in the halls," injurious horseplay, weapons, computer usage, etc., if this is an expected part of our role?
 - ☐ 9. Helped the teacher candidate to work individually with "at risk" students to enable them to remain in school?
 - ☐ 10. Given the teacher candidate adequate opportunity to formulate his/her own assessment ideas?
 - ☐ 11. Used mini-teaching techniques in helping the teacher candidate plan assignments?
 - ☐ 12. Suggested and provided the means for the teacher candidate to audiotape or videotape him/herself in a classroom?
 - ☐ 13. Encouraged the teacher candidate to arrange field trips, nature hikes, guest speakers, etc., or to chaperone dances?

Last Week Checklist

Have I:

- ☐ 1. Made sure the teacher candidate has graded and returned all papers to students and materials to me or other teachers, library specialist, etc.?
- ☐ 2. Helped the teacher candidate to bring closure to any reports, grade book, assignments and classes/students?
- ☐ 3. Allowed the teacher candidate to observe other classrooms?
- ☐ 4. Maintained open communication among the teacher candidate, supervisor and myself?
- ☐ 5. Invited the teacher candidate to keep in touch with at least a phone call, an email, or through other communication means?
- ☐ 6. Given the teacher candidate enough constructive criticism as well as praise?
- ☐ 7. Completed and sent all evaluations to the Office of Student Services?
- ☐ 8. Given the teacher candidate a copy of final evaluations?

University Supervisor

The overriding responsibility of the university supervisor is to be a facilitator in the student teaching triad and a liaison between the school and the University to insure the quality and integrity of the teacher education program. In addition, the university supervisor acts as an advocate for the profession of teaching. Specifically, the university supervisor's responsibilities include:

- Accepting the multifaceted roles of supervisor;
- Conducting an orientation session during the first or second week of the experience with the Mentor Teacher and teacher candidate;
- Providing encouragement and moral support to both the teacher candidate and the Mentor Teacher;
- Scheduling observation visits and providing constructive suggestions in writing to the teacher candidate;
- Holding conferences with the teacher candidate (and Mentor Teacher if possible) following each observation;
- Collaborating with the Mentor Teacher in preparing and conducting the mid-term and final three way evaluation conferences;
- Alerting the Office of Student Services when unresolved problems arise, co-writing a Professional Development Contract if necessary, and providing information to the "team" at the university to help resolve problems with the teacher candidate;
- Being available to both the teacher candidate and the Mentor Teacher whenever guidance is needed;
- Preparing student teaching assessment forms provided by the University and returning them to the Office of Student Services by established deadlines.

Guidelines for the University Supervisor

Getting Started the First Week

1. Contact the teacher candidate and Mentor Teacher to set up an orientation meeting at the school. Introduce yourself to the principal when you visit the school. Find out what procedure the principal wishes you to follow upon subsequent visits to the building with regard to parking, checking in at the office, observing, etc.
2. Use the initial visit with the Mentor Teacher and the teacher candidate to discuss all evaluation forms, procedures and expectations of the student teaching experience. This is also the best time to deal with any concerns the Mentor Teacher and the teacher candidate may have. Gather information regarding the beginning and ending times of the school day, lunch time, recess time and specialist time, such as art, music, etc. Note any holidays and procedures for school closing. Review the format of observations.
3. Maintain a personal file for each student. Keep a schedule for observations and try to vary the time and day you observe.

3. Successful teaching begins with effective planning. This planning begins with knowing the students' backgrounds and developing clear learning goals. Lesson plans are a vehicle to help the teacher candidate organize the material that is to be taught. While there is general agreement that good planning contributes to good teaching, there is no widespread agreement that any particular format is best. For all observations, the lesson plans should be delivered ahead of time for supervisor review.
5. Lesson plans during the first weeks of student teaching should be extensive and specific. The Mentor Teacher should examine and approve all lesson plans developed by the teacher candidate ahead of time. In order to help the Mentor Teacher analyze the teaching plan and to make suggestions for improvement, the following questions are posed:
 - Is the teacher candidate's planning a strategy for achieving the learning objectives?
 - Has he or she made provision to inform the students of the objectives of the learning activity and their importance?
 - Has he or she planned for the active involvement and contribution of students?
 - Has he or she allowed for students to function within a reasonable range of interest levels and abilities?
 - Is there sufficient change and variety of learning activities to recognize student's attention span?
 - Does his or her teaching strategy include helping students with learning processes as well as learning outcomes? (Learning processes include communication skills, study habits, methods of inquiry, library and resource skills, outlining and organization, formation of work schedules, establishing personal goals and critical self-evaluation.)
 - Do key questions, especially higher-order questions and those relating to values, show thorough pre-thought and are they stated incisively in the teaching plan for ready reference?
 - Has he or she considered how the various learning aids--chalkboard, bulletin board, artifacts, audiovisual equipment, *and technology*--are to be employed?
 - If supplies are required, has he or she followed appropriate policies and procedures?
 - Has he or she planned a distinct closure of the learning activities with a summary of important learning outcomes and a statement of the extent to which the objectives have been achieved?
 - As a final general consideration, will the students tend to view the lesson taught from this plan as a worthwhile learning experience?

Pre-Teaching/Post-Teaching Plan and Reflection Form
 ADAPTED FROM PATHWISE (™)1998 + WALSH UNIVERSITY 2000

Pre-Teaching Plan	Post-Teaching Reflection
<p>A. What are your goals (i.e. objectives) for student learning in this lesson? Remember activities are not goals.</p> <p>B. How are these goals appropriate for the students?</p> <p>C. How do these goals relate to previous and future lessons and how do they connect to the discipline?</p>	<p>To what extent did students learn what you intended? Explain how you know.</p>
<p>D. What instructional materials will you use, if any?</p> <p>E. How are these materials appropriate for the students and aligned with the goals?</p>	<p>In what ways were your materials effective?</p>
<p>F. How will you group or arrange students for this lesson?</p> <p>G. How is this grouping appropriate for the students and aligned with the goals?</p>	<p>How would you group for a similar lesson in the future? Why?</p>

About Lesson Planning

1. Dates, times and subjects should be well marked at the beginning of each plan. Learning goals and objectives should be stated clearly. Procedures for carrying out the lessons should be explained in detail, including classroom management strategies and special directions. Teaching strategies should accommodate the various learning styles and levels in the classroom. Materials needed for the lesson should be listed clearly, along with textbooks, page numbers, handouts, etc. Stress to the student that someone else should be able to teach from the plans. Assessments to be used should be clearly defined including formative assessments and summative assessments.
2. As the class load increases for the teacher candidate and he/she feels confident about his/her planning ability, the Mentor Teacher and university supervisor may wish to cut back on the detailed plans. Have a sample of a more general plan ready for the teacher candidate to use as a guide for the remainder of the semester.
3. Remember that lesson plans are a vehicle to help the teacher candidate organize the material that is to be taught. These plans should reflect a variety of methods to be used in teaching the material, authentic assessments and, most of all, should reflect the impact they will have on student learning.

About Professionalism and Reflective Practice Through Conferencing

Conferencing is important during the student teaching experience. Conferences clarify the elements of good teaching. As needed, constructive criticism is offered, and plans, including a commitment for change, are made. As part of the Kent State University student teaching team, the Mentor Teacher's and university supervisor's role as active professionals and lifelong learners will depend on the ability to apply reflective practice based on the achievement of the learning goals. Therefore, the ultimate conference goal is to help teacher candidates become reflective, self-analyzing and self-evaluative professionals. In order to achieve this objective, the participants must be prepared to learn from others and to contribute their own ideas and perceptions. Conferencing helps the teacher candidate begin to engage in professional growth and development. In the conference phase, the planning, constructive criticism and analysis of good teaching are the major responsibilities of the Mentor Teacher and the university supervisor; toward the end of the placement, teacher candidates should assume responsibility for reflective self-analysis.

Informal conferences should be held at the end of each teaching day by the Mentor Teacher and the teacher candidate. A formal pre-teaching conference, a written evaluation of a lesson and a post-teaching conference also should be held once a week by the Mentor Teacher and teacher candidate. A weekly meeting also should be held to discuss plans, instructional materials and techniques, information about students, instruction, personnel and other areas of professional growth. Sufficient time should be made available to complete the three phases of the conference. Some of these conferences should be three-way and include the teacher candidate, Mentor Teacher and university supervisor. The setting should provide a suitable area that is conducive

to a mutual exchange of ideas. They should be planned so that needed materials are available.

The focus of the conference varies from pre-observation to post-observation. In the pre-observation conference, objectives and techniques of the intended instruction are discussed and questions are formulated that will aid in the observation of the lesson to be taught. The post-observation conference focuses on perceived needs and/or questions of the teacher candidate, Mentor Teacher or university supervisor.

While more frequent conferences will occur between the teacher candidate and Mentor Teacher because of their daily interactions, the university supervisor should participate in a three-way conference at least every other week.

The most important aspect of conferencing is not the topic(s) or procedures but the opportunity for an open exchange that permits and encourages reflection. Techniques to create this type of exchange are difficult to describe because they are individualized to participants and situations. However, the teacher candidate, Mentor Teacher and university supervisor must recognize and accept responsibility for the success and productivity of conferences.

There are a number of conferencing techniques that generally are applicable for use by the Mentor Teacher and the university supervisor:

1. Use climate-building verbal and nonverbal behaviors to develop a personal relationship between the Mentor Teacher, the teacher candidate, and the university supervisor. Climate-building comments are those that reflect interest and respect for all members of the student teaching team.
2. Be a good listener. Hear each other's comments. Be alert to nonverbal clues, sensing unexpressed concerns, and dealing with the teacher candidate's or the Mentor Teacher's problems.
3. Focus on the descriptive rather than the evaluative when referring to the teacher candidate's performance. If criticism is necessary, rely on description and guide the teacher candidate to consider the implications of the criticism using the Praxis III domains and criteria as a point of reference.
4. Use systematic questioning that helps the teacher candidate focus on thinking, organize ideas, engage in self-evaluation and arrive at conclusions and/or insights. (See questions at the end of this section for ideas.)
5. Paraphrase a teacher candidate's response to get clarification, focus, or emphasis.
6. Seize opportunities to encourage supportive comments throughout the conference. Mentor Teachers and university supervisors should be honest in giving feedback but it should be tempered with reassurance, especially if they sense frustration and disillusionment in the teacher candidate.

7. Close the conference with a review of the major outcomes/decisions, solutions, insights, conclusions, commitments/mutual agreement of expectations.

The teacher candidate should not reach the end of a student teaching experience without having had at least one formal conference every two weeks (i.e., four for an eight-week placement, five for a ten-week placement, etc.) with the Mentor Teacher and the university supervisor.

To help make the conferences and observations meaningful and to provide an opportunity to engage in professional growth and development, the following questions may prove useful in stimulating reflection and discussion:

General Questions

1. How are procedures such as absences, tardiness, grading and securing supplies and books handled?
2. What type of grading system is used? How does this system reflect the philosophy of the teacher? The school? The community?
3. What are the varied backgrounds of the students in your classroom?
4. How are curriculum guides reflected in the classroom?
5. How is inclusion practiced in this classroom?
6. Does the lesson plan reflect the objectives of the curriculum or is it just an outline of the chapters in the book? In self-contained classrooms, does the lesson reflect a transition from one subject to another?
7. What are the teaching styles of the teacher? How do the students respond?
8. How does the room arrangement promote learning?
9. What are the procedures for fire and tornado drills?
10. What is the discipline policy in the specific class? In the school?
11. What types of organization patterns are used in the classroom?
12. What equipment and supplies are available for class use?

About Teacher Candidate Conferences

1. Make clear to the teacher candidate your role in the student teaching process. Also give the teacher candidate the opportunity to discuss his/her goals and objectives during the student teaching experience. Emphasize professional attitude, enthusiasm, promptness, dress and preparedness.
2. Allow the teacher candidate to discuss concerns about his/her lessons. As the teacher candidate begins to suggest changes to improve lessons, use that as a basis for your conference. At first, select only the more general concerns: as the evaluation progresses and as the teacher candidate becomes more confident, you can address some refinements of his/her teaching.
3. Try to gain a sense of what the Mentor Teacher expects from this student teaching experience.
4. Remember the Mentor Teacher is providing a classroom in which the teacher candidate can practice what he/she has learned. Include the Mentor Teacher in the evaluation process. If things are not going well, try to make suggestions

rather than demands. If the Mentor Teacher wishes his/her teacher candidate to conform to his/her teaching approach, maintain a position to support and guide the situation.

5. Conferences should be held after each observation, at the midterm and at the final with the teacher candidate, the Mentor Teacher and the university supervisor present.
6. Be specific in your comments. Try to use "conferencing" skills that encourage the teacher candidate to reflect on the act of teaching and the impact on student learning.

List of Materials for the University Supervisor

Be sure your Mentor Teacher has received all the necessary student teaching materials:

1. Materials for Mentor Teacher
 - a. *Early Childhood Education Collaboration in Teacher Education*
 - b. Teacher Candidate Placement Application
 - c. Student Teaching Assignment Confirmation Sheet
 - d. Stipend/Tuition Waiver Form (one page blue form + two Ohio forms)
2. Forms to be filled out and signed by the Mentor Teacher
 - a. Midterm Summative Form
 - b. Final Summative Form
 - c. Final Student Teaching Statement
 - d. Stipend/Tuition Waiver Form (one page blue form + two Ohio forms)
 - e. Teacher Candidate Absentee Form (if needed)
3. Forms to be filled out and signed by the University Supervisor
 - a. Observation Forms
 - b. Midterm Summative Form
 - c. Final Summative Form
 - d. Final Student Teaching Statement
 - e. Teacher Candidate Absentee Form (if needed)
 - f. Teacher Candidate Professional Development Contract (if needed)

About Conflict Resolution

A partnership is the ideal relationship in the student teaching experience. However, student due process procedures are established for the teacher candidate who does not agree with the evaluation of his or her performance during any time of the student teaching semester. The following appeal procedure is established. The first step is to contact the person with whom you have a disagreement to discuss the nature of the disagreement. If a resolution is not achieved, the second step is to contact the university supervisor to explain the nature of the disagreement. If a resolution is not achieved, the third step is to contact the Director of Clinical Experiences in 304 White Hall to explain the nature of the disagreement. If a resolution is not achieved, the fourth step is to contact the Program Coordinator and then the Department Chair, and finally,

the Associate Dean of Student Services in 304 White Hall. The order is spelled out below:

1. The person with whom you have a disagreement
2. The University Supervisor
3. The Director of Clinical Experiences, 304 White Hall
4. Program Coordinator
5. Department Chair
6. Associate Dean, Office of Student Services, 304 White Hall

Procedures for Addressing Serious Problems

1. Teacher candidate, Mentor Teacher, and university supervisor should meet together to cooperatively address problems as they arise. If needed, the Program Coordinator will be contacted by the Director of Clinical Experiences for faculty advisement.
2. For serious problems or problems that continue after a warning has been issued, a Teacher Candidate Professional Development Contract will be developed by the Mentor Teacher, university supervisor and teacher candidate (*see sample in the Appendices*). The contract describes the problem area(s) and an action plan, including a timeframe, to address the problem(s).
3. If the terms of the contract are not met in the timeframe that has been established, then the program coordinator and/or program faculty member and the Director of Clinical Experiences will meet with the teacher candidate to determine further actions, including remediation or additional work prior to returning to student teaching, readjustment of schedule, removal from student teaching, time extension of student teaching in current placement, new placement, graduation without licensure, or other options as appropriate. The teacher candidate is welcome to bring an advocate to this meeting, however, discussion will be held primarily with the teacher candidate, not the advocate. **If for any reason the actual school administration requests that a teacher candidate be removed from the classroom, the Office of Student Services will comply with this request.** For other serious situations, it will be a team that determines whether or not a teacher candidate remains in the site.
4. If the team agrees that the teacher candidate should be removed from student teaching, the grade for student teaching will be determined at the meeting with the teacher candidate. Attendance in other coursework taken in conjunction with student teaching (e.g., Inquiry IV) will be discontinued and repeated at the same time that student teaching is finally completed.

About the Student Teaching Triad

The relationship between the university supervisor, the Mentor Teacher, and the teacher candidate is an important one. Therefore, it is expected that you will communicate frequently as a team. The teacher candidate should be informed of

his/her progress (strengths as well as weaknesses) on a regular basis. All evaluation forms should be discussed with the teacher candidate during conferences. Because the Mentor Teacher and the supervisor view the student teaching experience from a unique and different perspective, we believe that each perspective should be thoroughly represented. Therefore, the university supervisor and the Mentor Teacher will complete the evaluation forms independently and then jointly discuss them with the teacher candidate.

Forms should be returned no later than the week following the end of the student teaching semester to the Office of Student Services, 304 White Hall. The evaluation forms from both the university supervisor and the Mentor Teacher will be filed in the Office of Student Services.

Assessment of Teacher Candidates

Performance Assessment. The student teaching experience is the culmination of a systematic curriculum in teacher education. It provides an essential opportunity for the teacher candidate to demonstrate (in an actual school setting) over a period of weeks that the knowledge, skills, and disposition for teaching have been acquired to perform as a first-year teacher. It also provides an opportunity for school and university educators to review the outcomes of the teacher education programs.

Assessment is a continual part of the total student teaching experience and is a cooperative process **shared** by the teacher candidate, the Mentor Teacher and the university supervisor. The philosophy of the education faculty at Kent State University is that the student teaching experience should be structured to facilitate success, and that every effort should be made to provide each teacher candidate with the support needed to perform to the best of his or her ability. The university supervisor will leave a written observation report after each visit. The Mentor Teacher and the university supervisor will complete a mid-term and final evaluation during the student teaching placement. These will include a conference involving the teacher candidate, the Mentor Teacher and the university supervisor and copies of the final assessments will be given to the teacher candidate.

Rationale for the Student Teaching Assessment Instruments. The Office of Student Services revised its assessment instruments and procedures in order to evaluate teacher candidates in alignment with the Ohio Teacher Education Licensure Standards. The systematic change in teacher education has gone from areas of study and requirements to an outcomes-based model, which focuses on what the beginning teacher should know and be able to do. The assessment instruments are aligned with the 4 domains and 19 criteria from Ohio's Pathwise and Praxis III systems. The following information will provide guidance for implementing these assessment instruments.

Observation. The basis for virtually every aspect of the supervisory process is observation of the teacher candidate. Success in student teaching to a large extent depends upon the effectiveness and frequency with which the Mentor Teacher

responds to the continuing concerns, "How am I doing?" "How can I improve?" "How does this impact learning in the classroom?"

The Mentor Teacher should be present most of the time throughout the teacher candidate experience. The Mentor Teacher will devote less time to formal observation as the student progresses into the mid-stage of student teaching but will continue to maintain a high level of awareness. In the final stage, formal observation should occur often to provide the teacher candidate with systematically collected feedback.

Any time the Mentor Teacher is observing formally, he or she should be prepared to take notes. These notes provide for the teacher candidate a continuous record of his or her performance, areas of strength and areas that may need improvement. The teacher candidate should be encouraged to review the notes periodically as a means of self-appraisal. Observations and feedback from the Mentor Teacher are crucial to the student teaching experience.

If the Mentor Teacher should at some point develop reservations regarding the teacher candidate's performance, the Mentor Teacher's own copy of these notes provides documentation to support that assessment. The notes are especially useful as a source of information if it subsequently becomes necessary to prescribe clinical work on campus for the teacher candidate to develop or improve in areas in which he or she is deficient.

Midterm Assessment. A systematic and comprehensive assessment of the teacher candidate in selected categories **must** occur during a midterm conference. While daily notes and conferences give the student an indication of specific aspects of his or her teaching, **the midterm summative assessment** provides a comprehensive view. The teacher candidate should be specifically and candidly informed of both strengths and weaknesses throughout the student teaching experience. The university supervisor will provide this assessment form to the Mentor Teacher during the orientation meeting at the beginning of the student teaching experience.

A structured, comprehensive midterm evaluation is conducted jointly by the Mentor Teacher, the teacher candidate, and the university supervisor. The midterm assessment forms are prepared by the Mentor Teacher and the university supervisor and a copy of each is given to the teacher candidate.

Final Assessment. Toward the end of the student teaching experience, the teacher candidate's performance is rated independently by the university supervisor and the Mentor Teacher on the final summative forms. The final summative forms and the final student teaching statements are shared with the teacher candidate at a final conference and a copy of each is given to the teacher candidate. These forms are to be completed for every teacher candidate and returned to the Office of Student Services no later than the week after student teaching is completed.

APPENDIX A

**Pre-K Field & Student Forms
Facts, Mentor teacher letters,
Professional Development Planning, &
Pre-K Teaching Assessments**

[Sample Forms]

Requirements for the Block I Preschool Field Experience

1. I have read and will comply with the requirements and policies detailed in the Collaboration in Teacher Education handbook as well as all University policies.
2. **Communication with families:** Write a short letter to families that introduces yourself and your role in the classroom. Have your Mentor Teacher **proofread your letter** before it is sent home. Do not give your email address or phone number. This should be completed during the first 2 weeks. It may be included in your teacher's newsletter.
3. **Communication and collaboration with Mentor Teacher and the Preschool Coordinator:** Determine notification procedures for reporting absences and other concerns to your teacher. You must contact both your Mentor Teacher and the Preschool Coordinator via email (and telephone if your Mentor Teacher prefers) prior to any absence or tardiness.

Contacting my Mentor Teacher:

In the event of my absence, I should call _____ at _____ (phone #)
Best times to call: _____ Do not call before _____ a.m. or after _____ p.m.

School Closing: I will find out if school is cancelled by _____ (list actions)

My Mentor Teacher can contact me by:

Phone: _____ Email: _____
Best times to call: _____ Do not call before _____ a.m. or after _____ p.m.

4. **Designate planning and work times with your Mentor Teacher. You are required to observe & document (about 30 minutes per week), as well as actively participate in assisting your teacher and the children and manage the typical housekeeping duties of teaching during the field hours (minimum of 9 hours per week for 13 weeks = 117 hrs).**

Negotiate this contract with your Mentor Teacher. You should each keep a copy.

Day of the week you will be in the field	Arrival time	Departure time
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Conference time: We intend to set aside this time each week for conferencing:

Lessons Plans: Describe when and how you will get draft plans to your Mentor Teacher with adequate time for him or her to give you feedback and when final plans are due to your teacher prior to teaching:

Pre-service Teacher: _____ Mentor Teacher: _____

Required PreK Field Teaching Experiences

Dates / Specifics	Course / Requirements

We have discussed these requirements and made note of tentative dates for the preservice teacher to complete these requirements.

Teacher:_____ Preservice Teacher:_____

If you have concerns or questions, please contact **the Block I Liaison, Shelley Roten: mroten@kent.edu**.

BLOCK I FIELD PERFORMANCE ASSESSMENT

COVER SHEET

Dear Block I Mentor Teacher,

Attached you will find the revised assessment for your Field Student(s). Please note some changes to the form.

- We have institutionalized a check mark rating system to represent performance in the classroom that **Exceeds Expectations, Meets Expectations, is Emerging, or Does Not Meet Expectations** on each teaching behavior listed on the assessment. We expect that many novice teachers will demonstrate quite a few **emerging** skills at the mid-term assessment as well as some emerging skills at the final assessment.
- **Emerging** behavior is that which does not yet meet expectations but demonstrates effort and improvement toward target teacher behavior.
- We added a code **NO (NO OPPORTUNITY)** to indicate that the field student has not had an opportunity to attempt a given behavior in your classroom. This rating may also apply to behaviors you have not had the opportunity to observe in your setting. Field students are not penalized for **NO** ratings.
- We have modified the **COMMENTS** section for each Standard. Recognizing that Mentor Teachers are very busy and have many competing demands. We ask that you please record comments at the final assessment when a student Does Not Meet Expectations. Please provide specific recommendations to the student, in these instances, on how to improve.
- We have also modified the **GOALS** section so that it requires the field student to self-evaluate at the end of the field experience and set goals for their next preschool placement.
- We have completely revised the section that assesses **Standard 7** so that field students can use a checklist and short answers to describe the classroom demographics.

Please note that Mid-Term Assessments are due on or about the week of March 4th and Final Assessments are due during the last week of April. The field student is responsible for turning a completed and signed copy of the assessment into their seminar leader (ECED 30164). If you have any suggestions, comments, or questions, please do not hesitate to contact Dr. Wendy Bedrosian at wbedrosi@kent.edu or by phone at 330-672-0651.

We deeply appreciate your work with our students. For most of them, this is the first time they are in the classroom with young children. Keep in mind that they have four more semesters after their time with you to perfect their teaching before graduation. You are launching them on a journey!

With great respect,

Wendy K. Bedrosian, Ph.D.

BLOCK I
FIELD PERFORMANCE ASSESSMENT
MID-TERM / FINAL

STUDENT NAME: _____

MENTOR

TEACHER: _____

FIELD SITE: _____

SEMESTER: _____

- ✓ + Indicates Performance Exceed Expectations
- ✓ Indicates Performance Meets Expectations
- E Indicates Emerging Performance
- ✓ - Indicates Performance Does Not Meet Expectations
- NO** Indicates No Opportunity to attempt this Behavior

NAEYC STANDARD 1. PROMOTING CHILD DEVELOPMENT & LEARNING

Key elements of Standard 1

1a. Knowing and understanding young children's characteristics and needs:

_____ 1a. interactions with children are appropriate to the age of the child or group of children

_____ 1a. begins to articulate the interconnections among developmental domains when given the opportunity

1b. Knowing and understanding the multiple influences on development and learning:

_____ 1b. begins to develop an awareness of & emerging understanding that many factors influence child development (e.g., cultural contexts, economic conditions, health status, disability, individual and developmental variations, family circumstances and preferences, community characteristics)

1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments:

_____ 1c. is developing the knowledge and skills to understand developmental theory

_____ 1c. is beginning to recognize how the educational environment, the social/emotional environment, and the physical space and materials affect the overall well-being of the classroom community.

COMMENTS:

Student goals for Block II:

NAEYC STANDARD 2. BUILDING FAMILY & COMMUNITY RELATIONSHIPS

Key elements of Standard 2

2a: Knowing about and understanding diverse family and community characteristics

_____ 2a. interactions with all families and children are courteous, respectful, and dignified

_____ 2a. attempts to understand the family make-up of the site (e.g. talks with mentor, other classroom teachers, reads program literature)

2b. Supporting and engaging families and communities through respectful, reciprocal relationships

_____ 2b. introduces self to all families who are in the classroom

_____ 2b. uses family friendly, appropriate language

_____ 2b. greets/recognizes all families and children as they enter/leave the classroom (e.g. daily, special events)

_____ 2b. attends to ways the mentor and other teachers interacts with families and children as a way of developing a repertoire of approaches to support respectful, reciprocal communication and relationship building.

2c: Involving families and communities in their children's development and learning

_____ 2c. observe how the teachers and site involve families and communities in their site

_____ 2c. listen for ways that the teacher talks about families and children as they plan for the children.

COMMENTS:

Student goals for Block II:

NAEYC STANDARD 3. OBSERVING, DOCUMENTING, ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Key elements of Standard 3

_____ **3a:** Demonstrates an emerging understanding of the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

_____ **3b:** Uses observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection.

_____ **3c:** Can describe how assessment promotes positive outcomes for each child, including the use of assistive *technology* for children with disabilities.

_____ **3d:** Can articulate a basic rationale for *assessment partnerships with families*, and similar partnerships *with professional colleagues*, to build effective learning environments for all children.

COMMENTS:

Student goals for Block II:

NAEYC STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN & FAMILIES

Key elements of Standard 4

- _____ **4a.** Can articulate a purpose for observations to demonstrate understanding of children's development and learning
- _____ **4b.** Systematically observes and records classroom activities using various strategies (i.e. *with appropriate permissions* video/audio recording, hand written notes, collects work samples, photos)
- _____ **4c.** Uses documentation to plan mindful interactions with children
- _____ **4d.** Uses documentation to inform self-assessment and improve skills through continued analysis of own practice
- _____ **4d.** Communicates questions, insights, observations, and plans with teachers

COMMENTS:

Student goals for Block II:

NAEYC STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Key elements of Standard of 5

- 5a.** _____ Emerging understanding of integrated curriculum
- _____ Investigates an area of the curriculum to increase knowledge of a content area
- 5b.** _____ Reads to children
- _____ Plays with and talks with children
- _____ Sings with children
- _____ works with art materials in cooperation with children
- 5c.** _____ Investigates lesson plan formats
- _____ Has read ODE Early Learning Standards

COMMENTS:

Student goals for Block II:

NAEYC STANDARD 6. PROFESSIONALISM

Key elements of Standard of 6

- 6a.** _____ Arrives on time daily
- _____ Notifies teacher of absence in a timely manner
- _____ Dresses appropriately for the setting (follow school's dress code)
- _____ Knows the names of every adult and child in the classroom
- 6b.** _____ Demonstrate awareness of confidentiality in all writings and interactions

- 6c. ☐ Takes initiative to participate in daily routine
☐ Plays with children
☐ Uses descriptive language when interacting with children
- 6d. ☐ Shares understandings of strategies for teaching and learning with mentor teacher
- 6e. ☐ Uses language to engage and encourage learning
☐ Respects children's thinking, actions, and feelings

COMMENTS:

Student goals for Block II:

NAEYC STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

The Early Childhood Education program at Kent State University is thoughtfully planned so that candidates experience five consecutive field experiences in a variety of settings that span the entire developmental period of early childhood and offer experiences in diverse socioeconomic and cultural milieu. During the first field experience, referred to as Block I, candidates begin to explore this rich diversity.

Key elements of Standard 7

Field Student describes how this placement meets elements of Standard 7a (check all that apply)

~

Ages of children in my classroom:

- ☐ Toddlers (18 months – 2 years)
☐ 2 year olds
☐ 3 year olds
☐ 4 year olds
☐ 5 year olds

Child/ren with identified Special Education needs participate in my classroom (note the # of each):

- ☐ Individual Family Service Plan(s)
☐ Individual Education Plan(s)
☐ Child/ren are in the process of being evaluated for services

Families enrolled in my class live at or below the poverty line:

- ☐ Yes
☐ No

This is a Head Start site:

- ☐ Yes
☐ No

Child/ren and/or families in my classroom speak a language other than English at home (describe):

- ☐ Yes _____

___ No

Diverse racial, ethnic, and/or cultural backgrounds are represented in my classroom community (describe):

___ Yes _____

___ No

My preschool classroom is located in:

___ a child care center

___ a public school building

___ a lab school

___ a Head Start

___ other:

Mentor Teacher Signature _____ Student Signature

Dear Mentor Teacher,

On behalf of the Kent State University Early Childhood Education program, we want to thank you for serving as a mentor teacher for a new cohort of future early childhood educators. You have accepted a "Block I" student into your classroom. Block I students will assist you and observe in your classroom for 9 hours each week, beginning in the third week of our semester, and continuing for 13 weeks (total = 117 hours).

Each student is to complete the "Requirements for Block I Field Experiences" and "Required Teaching Experiences" forms and share them with you during his or her first week in your classroom. These documents are intended to serve two purposes: (1) to convey to you the student's course requirements and (2) to assist you in defining a communication and collaboration plan for the semester. I suggest you keep a copy for your records and refer to it often as you plan with your student for their work/roles in your classroom. Your student will also maintain a Daily Log to record his or her hours and activities performed during the semester.

Finally, you and your student(s) should plan to conference during the week of March 4th to review student progress, make recommendations for growth, and to complete a mid-point evaluation using the PreK Field Midterm/Final Assessment. This is a good time to make concrete suggestions, with illustrative examples, about what a candidate can do to grow as a beginning teacher. **The field student is required to turn in a copy of the completed form to the Preschool Seminar Instructor (ECED 30164) during the last week of March (midterm evaluation).** A second conference, where progress is measured and recorded, should be scheduled for late in April. **The student is required to turn in a copy of the final evaluation to the Preschool Seminar Instructor during last week of Kent State's classes.**

If, at any time, you have a concern about how the student is performing, or questions about expectations, please call Block I Liaison, Shelley Roten: mroten@kent.edu. We want the semester to be mutually beneficial and will work hard on campus to support the student's success in your unique classroom.

You will also receive a copy of the "Preschool Field Experience FAQ Sheet" from your KSU student. Fieldwork is critical to our students' education; it helps them connect theory to practice and to engage in reflective thinking regarding their classroom interactions. If you have any questions about an assignment or how to support the completion of assignments in your classroom, you are encouraged to contact Wendy Bedrosian or the faculty member listed on the syllabus.

Again, we are grateful for your mentoring of these future teachers! We look forward to hearing from you when you have questions, compliments, or concerns.
Sincerely,

Wendy Bedrosian, Ph.D.
Preschool Coordinator
wbedrosi@kent.edu

Shelley Roten
Block I Liaison
mroten@kent.edu

Preschool Student Teaching FAQs

How long is the Block II Student Teacher in the field? The total number of hours that the student teacher is expected to be at the field site remains at 20 hours per week for 15 weeks (300 hours).

What will the BII Student Teacher do while they are at the site and in the classroom?

The expectation for Block II is a minimum of 16 DIRECT & ACTIVE contact hours WITH children (when they are awake) per week in the classroom assisting the teacher, interacting with families, and interacting with children during play, at meals, on the playground, on field trips, and during instruction. As the semester progresses, the student teacher is expected to gradually assume more responsibility in the classroom routine until s/he assumes leadership of the classroom for a minimum of two weeks. In addition to actively assisting the Mentor Teacher during all daily activities, the student teacher will have teaching/research assignments that s/he is expected to carry out with the child/ren and report back on in the college classroom; typically, this requires the student teacher to document his or her work with the child/ren. The Mentor Teacher and student teacher should conference regularly about these assignments so that they can be woven into the existing curriculum.

What will the student teacher do during non-contact hours? No more than 4 hours may be spent on-site dedicated to activities that reflect the work life of a teacher outside of his or her direct contact with children. For example:

- Conferencing with the Supervisor and/or Mentor Teacher;
- Assessment and curriculum planning with the teaching team;
- Preparing the environment and/or materials for the day;
- Preparing for and participating in family involvement activities;
- Shadowing on home visits, family conferences, and staff meetings;
- Sitting in on IEP meetings, MFEs, etc.
- Planning for educational field trips, outdoor exploratory play, etc.
- Updating documentation/notice boards;
- Creating newsletters/blogs, etc. for home - school communication;
- Updating children's portfolios or records files;
- Working side-by-side with the teacher cleaning/organizing the classroom/materials, etc.

Students should not be reading college texts or typing papers during field hours nor should they count commuting time in field hours. Conversation with adults during field hours should be focused on the events and needs of the children in the classroom.

What are the Mentor Teacher's basic responsibilities? The Mentor Teacher is a role model, a guide, and an adviser; student teachers want constructive feedback about what they can do to improve their performance. Clear directions with examples are very useful ("Next time, offer two choices like, 'do you want water or milk?' then wait 5 seconds for a reply...") Mentor Teachers also carve out the time and space in the daily routine for student teachers to try new things and learn from mistakes.

What is the University Supervisor's role?

If you have any questions or concerns about any aspect of the preschool student teaching experience, please do not hesitate to contact Wendy K Bedrosian, PhD, Coordinator, wbedrosi@kent.edu .

With sincere appreciation for all you do to support future teachers.

**BLOCK II
PRESCHOOL STUDENT TEACHING PERFORMANCE
CHECKLIST ASSESSMENT**

Dear Block II Mentor Teacher,
Attached you will find the revised assessment for your Student Teacher(s). Please note some changes to the CHECKLIST form.

- We have institutionalized changes to the rating system to represent performance in the classroom that **Exceeds Expectations**, **Meets Expectations**, is **Emerging**, or is **Not Evident** on each teaching behavior listed on the assessment. We expect that many novice teachers will demonstrate quite a few **emerging** skills at the mid-term assessment as well as some emerging skills at the final assessment. Keep in mind that this IS NOT the final student teaching experience and that Block II students have three semesters of course- and field-work to complete *after this semester* and prior to graduation and licensure.
- **Emerging** behavior is that which does not yet meet expectations but demonstrates consistent effort and improvement toward the target teacher behavior.
- We have added the category **NO OPPORTUNITY** to indicate that the student teacher has not had an opportunity to attempt a given behavior in your classroom. This rating may also apply to behaviors you have not had the opportunity to observe in your setting. For example, Student Teachers may not have daily opportunities to interact face-to-face with families of children who are bused to school. Student Teachers are not penalized for **N.O.** ratings however, every effort to creatively construct such opportunities is appreciated.
- We have completely revised the section that assesses **Standard 7** so that Students Teachers can use a checklist and short answers to describe the classroom demographics. There is also room for comments that address how the novice teacher has interacted with the site and classroom demographics as they prepare for a career teaching all children and working with their families.

Please note that Mid-Term Assessments should be completed and conferences held on or about the week of March 3rd and Final Assessment conferences should be scheduled for the last week of April. The Student Teacher is responsible for turning a completed and signed copy of the assessment into their seminar leader (ECED 40165).

If you have any suggestions, comments, or questions, please, do not hesitate to contact Dr. Wendy Bedrosian at wbedrosi@kent.edu (for fastest response) or by phone at 330-672-0651.

We deeply appreciate your work with our students. For most of them, this is the first time they are responsible for young children, for planning activities, and for interacting with families. Keep in mind that they have three more semesters, after their time with you, to perfect their teaching before graduation. You are launching them on a journey!

With great respect for the work you do,

Wendy K. Bedrosian, Ph.D.

PROFESSIONAL DEVELOPMENT PLAN PRE-K STUDENT TEACHING

KSU Candidate: _____

Date: _____

Mentor Teacher: _____

Date: _____

University Liaison: _____

Date: _____

As a developing apprentice teacher, it is important that you *take the time* and reflect on your own professional development and personal journey as a developing early childhood educator. To do this, you will need to reflect on your experiences in your previous field placement, revisit your portfolio, and review the domains of practice you have been introduced to. What areas have been your strengths? In what areas would you like to gain additional knowledge or skill? After you have taken time to reflect and have revisited your portfolio, you will be ready to complete the professional development plan for this seminar and for your teaching experience.

You have also been asked to keep a sketchbook/journal that will help you keep track of your feelings, insights, and experiences during your teaching. This document will support your reflective practice, help you to update your portfolio, as well as promote dialogue within your small group learning community. Please bring this to each class meeting.

Remember to begin to reflect on this plan early during the semester and discuss it with your mentor teacher and university liaison. A signed copy of this plan is to be turned on **dates listed in the ECED 40165 Syllabus**.

Please use the following format, adjusting for the number of professional domains you are focusing upon:

PROFESSIONAL DEVELOPMENT PLAN

1. Identify a minimum of three specific goals/domains for this preschool teaching experience and seminar.
2. Indicate the desired outcome for each specified goal.
3. Identify your action plan. What activities will you do to accomplish each goal? (e.g. action research, seek a mentor, take more time to listen and observe children)
4. What evidence will you provide to document your accomplishments (how will you document what you know and are able to do)? Is there other information you believe to be relevant to your Professional Development Plan?



PRESCHOOL STUDENT TEACHING COMPETENCIES
(B.S.E. & M.A.T. initial license or Pre-K only endorsement)
Midterm / Final Evaluation

KSU Candidate: _____ **Date:** _____

School/Site: _____

Criteria Defined:

Exceeds Expectations - KSU candidate demonstrates knowledge, attitudes and skills that surpass those outlined in the standard as effective.

Meets Expectations - KSU candidate demonstrates appropriate knowledge, attitudes, and skills for effective teaching, and provides adequate evidence, as required by the standard.

Emerging - KSU candidate demonstrates improvement or evidence of practicing a new skill.

Not Evident* - No evidence is provided or the skill is not demonstrated at this time *although the opportunity to practice the skill exists* in this placement and/or at this time.

No Opportunity* – There is no opportunity to practice this skill at this time or in this setting.

* Please distinguish between N.E. and N.O. circumstances in your comments.

STANDARD 1) <u>Promoting Child Development & Learning</u>	EE	ME	E	NE	NO
Candidate demonstrates knowledge and understanding of young children's characteristics & needs by tailoring interactions with children so that they are appropriate to the age of the child or group of children.					
Candidate begins to articulate the interconnections among developmental domains when given the opportunity (e.g., in planning, in conversation with families, in documentation panels).					
Candidate demonstrates knowledge and understanding of the multiple influences on development and learning by demonstrating an emerging understanding that many factors influence child development (e.g., cultural contexts, economic conditions, health status, dis/ability, individual developmental variations, family circumstances & preferences, community characteristics).					
Candidate uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.					
Candidate is developing the knowledge and skills to understand & apply developmental theory in analysis of documentation & planning.					

Candidate is beginning to recognize how the educational environment, the social/emotional environment, and the physical space and materials affect the overall well-being of the classroom community.					
MIDTERM COMMENTS & RECOMMENDATIONS					
FINAL COMMENTS & RECOMMENDATIONS					

STANDARD 2) <u>Building Family & Community Relationships</u>	EE	ME	E	NE	NO
Candidate provides a classroom environment, based upon his or her knowledge & understanding of diverse family structures and socioeconomic conditions, that is reflective of the community and supports children's learning.					
Candidate supports and engages diverse families daily by demonstrating a variety of communication skills to foster respectful and reciprocal relationships.					
Candidate uses specific knowledge of families and communities in order to communicate children's learning/thinking to their families.					
Candidate identifies community resources & knows how to connect families with appropriate services (which may include language instruction, health services, economic assistance, mental health services, adult education, etc.).					
Candidate actively involves families and communities in many aspects of children's development and learning					
MIDTERM COMMENTS & RECOMMENDATIONS					
FINAL COMMENTS & RECOMMENDATIONS					

--

STANDARD 3) <u>Observing, Documenting, Assessing to Support Young Children</u>	EE	ME	E	NE	N C
Candidate demonstrates an emerging understanding of the goals, benefits, and uses of assessment – including its use in the development of appropriate learning goals/ objectives, curriculum, and selecting teaching strategies and materials for young children.					
Candidate effectively uses observation, documentation, and other appropriate assessment tools and approaches, including the use of <i>technology</i> in documentation, assessment and data collection.					
Candidate can describe how assessment promotes positive outcomes for each child, including the use of assistive <i>technology</i> for children with disabilities.					
Candidate can articulate a basic rationale for <i>assessment partnerships with families</i> , and similar partnerships <i>with professional colleagues</i> , to build effective learning environments for all children.					
MIDTERM COMMENTS & RECOMMENDATIONS					
FINAL COMMENTS & RECOMMENDATIONS					

STANDARD 4) <u>Using Developmentally Effective Approaches to Connect with Children & Families</u>	EE	ME	E	NE	NO
Candidate interacts with children in age appropriate ways using positive & supportive language and responsive teaching strategies.					
Candidate uses early development and learning approaches that reflect current early childhood research.					
Candidate uses technology in develop-mentally					

appropriate ways to support their teaching and interactions with children.					
Candidate makes purposeful use of various learning formats based upon their understanding of the child as an individual and as part of the group (e.g., language background, cultural heritage, develop-mental age, chronological age).					
Candidate makes decisions about their practice based upon developing expertise (e.g., knowledge of child development & learning, individual child & social/cultural contexts, where children live, family & community contexts, global awareness of early childhood issues). <i>This practice should show improvement over the course of the semester (with greater growth expected for candidates who have been placed in one classroom for both Blocks I & II).</i>	EE	ME	E	NE	NO
MIDTERM COMMENTS & RECOMMENDATIONS					
FINAL COMMENTS & RECOMMENDATIONS					

STANDARD 5) <u>Using Content Knowledge to Build Meaningful Curriculum</u>	EE	ME	E	NE	NO
Candidate uses his or her knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.					
Candidate demonstrates a growing understanding of the importance of each development domain and academic (i.e., content) discipline, and their inter-related- ness in learning, in early childhood curriculum.					
Candidate is developing the essential concepts, inquiry tools, content knowledge (including academic subjects), and can identify resources to deepen their understanding (e.g., for analysis of observations or assessments, for planning).					

Candidates use their own knowledge and other resources to design, implement and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for every young child.					
Candidate explores planning and enacting integrated curriculum units.					
Candidate reads to and with children. Candidate plays with and talks with children appropriately. Candidate sings with children. Candidate works with open-ended art materials in cooperation with children.	EE	ME	E	NE	NO
Candidate investigates lesson plan formats and regular writes detailed plans that include the ODE Early Learning Standards.					
MIDTERM COMMENTS & RECOMMENDATIONS					
FINAL COMMENTS & RECOMMENDATIONS					

STANDARD 6) <u>Professionalism</u>	EE	ME	E	NE	NO
Candidate arrives on time daily. Candidate notifies teacher & supervisor of absence in a timely manner.					
Candidate dresses appropriately for the setting (follow school's dress code).					
Candidate knows the names of every adult and child in the classroom.					
Candidate demonstrates awareness of confidentiality in all writings and interactions.					
Candidate knows & uses ethical guidelines and other professional standards related to early childhood practice.					

Candidate is a continuous, collaborative learner who demonstrates knowledgeable, reflective and critical perspectives on his or her own work by making informed decisions that integrate knowledge from a variety of sources.					
Candidate is an informed advocate for sound educational practices and policies.					
Candidate takes initiative to participate in the daily classroom routine.					
Candidate plays appropriately with children.	EE	ME	E	NE	NO
Candidate uses descriptive language when interacting with children to build vocabulary and encourage learning.					
Candidate shares understandings of strategies for teaching and learning with mentor teacher (and families if opportunity).					
Candidate respects children's thinking, actions, and feelings at all times.					
MIDTERM COMMENTS & RECOMMENDATIONS					
FINAL COMMENTS & RECOMMENDATIONS					

NAEYC STANDARD 7. Early Childhood Field Experiences

The Early Childhood Education program at Kent State University is thoughtfully planned so that candidates experience five consecutive field experiences in a variety of settings that span the entire developmental period of early childhood education/teaching. These consecutive placements are developed to offer experiences in diverse socioeconomic and cultural milieu. During the second field experience, referred to as Block II, candidates begin to dive more deeply into this rich diversity. Please describe your field site and the classroom demographics by researching the setting carefully using all of the resources available.

Key Elements of Standard 7

Field Student describes how this placement meets elements of Standard 7a (check all that apply and add any clarifying comments) ~

Ages of children in my classroom:
 ____ Toddlers (18 months – 2 years)

- ☐ 2 year olds
☐ 3 year olds
☐ 4 year olds
☐ 5 year olds

Child/ren with identified Special Education needs participate in my classroom (note the # of each):

- ☐ Individual Family Service Plan(s)
☐ Individual Education Plan(s)
☐ Child/ren are in the process of being evaluated for services

Families enrolled in my class live at or below the poverty line:

- ☐ Yes
☐ No

This is a Head Start: site:

- ☐ Yes
☐ No

Child/ren and/or families in my classroom speak a language other than English at home (describe):

- ☐ Yes _____
☐ No _____

Diverse racial, ethnic, and/or cultural backgrounds are represented in my classroom community (describe):

- ☐ Yes _____
☐ No _____

My preschool classroom is located in:

- ☐ a child care center () Not for profit () For profit
☐ a public school building () Integrated () Segregated Special Ed
☐ a lab school
☐ a Head Start
☐ other (please describe): _____

STANDARDS OF TEACHING COMPETENCE	Description at end of Block II
<p>Standard 7) Early Childhood Field Experiences</p> <p>Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 years through 5 years, 5 years through 8 years) <i>and</i> in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).</p> <p>Describe your experiences to-date (in Blocks I & II) as they relate to this Standard – keeping in mind that there are three more field experiences prior to graduation & licensure.</p>	



**PRESCHOOL STUDENT TEACHING COMPETENCIES
Midterm Evaluation**

Signature/Completed by: _____ ☐ *University Supervisor* *Date* _____

Signature/Completed by: _____ ☐ *Mentor Teacher* *Date* _____

Signature/Acknowledged by: _____ ☐ *KSU Candidate* *Date* _____



**PRESCHOOL STUDENT TEACHING COMPETENCIES
Final Evaluation**

Signature/Completed by: _____ ☐ *University Supervisor* *Date* _____

Signature/Completed by: _____ ☐ *Mentor Teacher* *Date* _____

Signature/Acknowledged by: _____ ☐ *KSU Candidate* *Date* _____

APPENDIX B—Block III forms
Mentor Teacher Expectations
Pre-Service Teacher Expectations
Block III time line
Field Experience Checklist
K – Primary Field Assessments
[sample forms]

RULES AND RECOMMENDATIONS FOR FIELD EXPERIENCES BLOCK III ECED

Kroeger, Myers, Bedrosian, Knapp, Stoll, Radis

Mentor Teacher Support Needs/Expectations

Communicate & Plan: The field experiences checklist and interview is a starting place for planning. The student will be doing reading tutoring, small group reading strategies and a small curriculum project around integrating literacy/community/and family, as well as family event planning and implementation in groups. At first interview with you and principal (within first 3 weeks) help the student understand the priorities the school has. Share the schools visions and mission for the parent community as well as agendas within K-3 curriculum Describe the make-up of your classroom, its strengths, challenges, and uniqueness. Support the student selecting children for tutoring, small group reading, and eventual curriculum project work. Help the student plan how he/she will spend field hours. Use the field experiences checklist. Tell the student various “options” (how they can spend their time) under volunteer experiences in the school (after school clubs, homework, parent events, etc.). Describe upcoming community events will be occurring (conferences, grading, parent events, homework needs); insert the student in these events as planner, facilitator, helper, or support person. They are to post a plan for how he/she'll spend her field hours week by week.. Post KSU student's schedule in an agreed upon place in the room, as you find ideas for the student add them to the list (if they are like things on the field experiences checklist). If the student cannot commit to the same times weekly she'll need to communicate this clearly. If the student does not seem to be doing things as expected please do not hesitate to call Kroeger (330-672-0617) or Bedrosian (330-672-0651)

Help The Student Follow Through: The student will commit hours to the classroom, principal or title 1 support person, and even PTO, afterschool programs, and Project GRAD. The KSU student will communicate to you and others when on Wednesday, Thursday they'll be there and how will spend time. In the classroom, literacy and literacy tutoring, mathematics support, and other event planning with the KSU student is crucial. If the KSU student is spending her time on a principal (or other staff) directed projects you should be informed well in advance. Students are asked to post their schedule with you (in the school) in advance.

Students Will Be Spending Hours Beyond Classroom: As KSU students come to know the community they'll be expected to spend time involving themselves in 1 planned and ongoing and created community/parent events. The KSU student should know and inform you ahead of time as these obligations call them to be out of the classroom but in the school. KSU students should check in regularly with the teacher when in the building but not in the classroom. Notice that September, November, and Dec the KSU student will be at your site W/R, in October only W.

Expect Respect: If you have a problem with the KSU student talk to them or their professor/instructor immediately. Styles of teaching and discipline vastly vary. If you think the student is not acting in accordance with your expectations discuss the issue. Students find their own style through experimentation and discussion. Talk to the KSU student after class, or in private to resolve issues.

Expect Dress and Actions of Professionalism: KSU should show no cleavage, midriffs, jeans, sweatshirts, etc. Dressing simply, comfortably, and professionally is expected.

RULES AND RECOMMENDATIONS FOR FIELD EXPERIENCES BLOCK III ECED

Kroeger, Bedrosian, Myers, Stoll, Knapp, Radis

Student Teacher Expectations

Communicate & Plan: As you interview teacher and principal (within first 3 weeks) explicitly review and share things you'd like to achieve from the field experiences checklist. The teacher will tell you who she'd like you to support in reading tutoring. Allow the teacher and principal to tell you "options" under volunteer experiences in the school (after school clubs, homework, parent events, etc.). Ask what upcoming community events will be occurring and insert yourself in them as a planner, facilitator, helper, or support person. Make a plan for how you'll spend your field hours week by week, integrating assignments in HSCP, Math, Appropriate Phonics, Social Studies, etc. **Give this plan to your teacher (or principal) so he/she knows when to expect you. The field experiences checklist and interview is a starting place for planning your experiences.** All schools will have differing visions for their parent community as well as their agendas with students (children). Post your schedule in an agreed upon place in the teachers room. If you cannot commit to the same times weekly you'll need to communicate this clearly and make sure hourly requirements are met.

Follow Through: Commit your hours to the teacher OR principal or title 1 support person and stick to them. It will be crucial to communicate when on Wednesday, Thursday you'll be there and how you'll spend your time. Teachers come to count on the extra support. Literacy and literacy tutoring, mathematics support, and other event planning is crucial. If you are spending time on a principal (or other staff) directed project please make sure teachers know well in advance (they won't think you skipped!!).

Spending Hours Beyond Classroom: As you come to know the community you'll be expected to spend some time involving yourself in planned and ongoing and created community/parent events. Teachers need to know ahead of time if this calls you to be out of the classroom but in the school. Always do a checkin with the teacher when you are in the building.

Be Respectful: Do not disrespect the rules of the classroom even if you do not agree with them. If you have a problem with anything talk to teachers immediately. Do not gossip among yourselves or talk to children about the problem. Styles of teaching and discipline vastly vary. Because you are learning about guidance and home, school community relations you'll be viewing everything with a critical lens. Talk to the teacher after class, or in private to resolve issues.

Always Act and Dress Professionally: No cleavage, midriffs, jeans, sweatshirts, etc. Dressing simply, comfortably, and professionally; this shows your status as a growing professional. Do not distract children and other adults by revealing clothing (no breasts and bottoms showing please).

Be Proactive and Take Initiative: As in all things what you think and how you behave will make the experience rich or poor. Your mind and attitude are important. Keep them positive.

KSU BLOCK III FIELD

KSU

At teacher's request from prior semesters KSU block III faculty have implemented a new field schedule and set of expectations. Teachers want:

- Consistent communication
- Respect of the teacher's classroom and their rules,
- KSU students to take initiative.

During the first 8 weeks students are learning tutoring techniques to teach reading (methods class). During the second 7 weeks students can be expected to carry out reading tutoring most effectively.

Week 1-15

12 hours per week

Wednesdays, Thursdays, or Fridays arrangement with mentor teacher

Time frame & hours	Major tasks in field	Assignments in KSU class and field
Week 1 (4)	Set up (3) interviews	Build relationships
Week 2 (4)	Interview work & analysis	Build relationships
Week 3 (4)	Review Field Experience checklist with mentor teacher Group meeting with Faculty, Teacher, and Student	Negotiate with mentoring teacher focal children you'll be working with in reading and phonics tutoring.
Week 4 (4) Focus on literacy, social studies, IB, and families	Group communication tool (GCT) development/curriculum experience	Group communication tool with literacy/family curriculum draft
Week 5 (4)	GCT development reedited, sent	Interview Analysis Due
Week 6 (4)	GCT results collected Follow up non-response	Analyze GCT results Critical Incident #1 due
Week 7 (4)	Plan Curriculum using family results—approve by teacher	Plan Curriculum using family results—share with teacher
Week 8 (4)(4)	Plan Curriculum/SAP/Parent Experiences/Events with school people	Carry out 3- d ay curriculum plan with children and families
Week 9 (12) Group meet. Faculty, Teacher, Student as needed	Renegotiate Field hours Mentor approves field hours with additional experience in community added as agreed	Complete SAP/Parent Events and conduct reading tutoring in leveled groups ↓
Week 10 (12)	Continue hours as agreed	Complete SAP/Parent Events and conduct reading tutoring in leveled groups
Week 11 (12)	Continue hours as agreed	Complete SAP/Parent Events and conduct reading tutoring in leveled groups
Week 12 (12)	Continue hours as agreed	Complete SAP/Parent Events and conduct reading tutoring in leveled groups
Week 13 (12)	Continue hours as agreed Reflection on SAP/Parent Events	Complete SAP/Parent Events and conduct reading tutoring in leveled groups
Week 14 (12)	Continue hours as agreed SAP or Parent Event Due Teacher signs Field Experience Checklist (revised) (S/U)	Complete reading tutoring in leveled groups SAP or Parent Event Due Episode #2 & #3 due
Week 15 (12)	SAP or Parent Event Due	Complete reading tutoring in leveled groups

FIELD EXPERIENCE CHECKLIST: BLOCK III KSU ECED Program

FIRST 1/2 of SEMESTER

- Plan and schedule interview work with 3 key people: teachers, principal, parents
- Interview school people or parents (principals, teachers, other staff for their impressions of schools' missions, values, goals, and joys or concerns, etc.)
- Understand the elements of mentoring in the school, any advocacy services provided by the school, attend or converse with PTO organizational leaders, parent leaders, or the hard to reach parents
- Getting to really know children, form relationships with them and support them in learning.
- Develop group communication tool with mentoring teacher addressing relevant in classroom experiences which need parent/community member's support. Tie analysis and synthesis to upcoming in class work and social action projects or curriculum projects, family newsletters and family events (if relevant).
 - Generate useful questions for parents with mentor teachers
 - Ask parents what they value about education, why it is important to their child's future, and what they do to support the child in school (at home).
- Generate ideas about "parent's nights" which are intrinsically motivating to parents and support school people as they develop these events—BEGIN PLAN IN GROUPS FOR SAP & PARENT EVENTS
- Integrate the perspectives of families into a unit/theme/literacy perspectives
 - Examples provided in class and literacy integration will include good children's literature
 - Social studies and literacy integration include community study, standards alignment
- Elicit children's & parent's views on their school community, families, classrooms, and problems and solutions in their lives
 - Use this information to inform teaching, social action projects, parent event plans

SECOND 1/2 of SEMESTER

- Produce curriculum experience from children & families share about lives beyond the school and making strong, important school community connections.
 - Make literacy learning more individually and culturally relevant
 - Plan curriculum using family stories
- Execute on 3-day well-planned and executed family related curriculum for diverse parents and children (i.e. Grandparents as parents, foster families and their challenges and joys, etc.)

RENEGOTIATE FIELD HOURS WITH MENTOR TEACHER,
CHOOSING FROM THE FOLLOWING PRIORITIES
- Attend and support conference development
 - Provide anecdotal evidence to support children's learning and adaptations
 - Gather examples of classroom work to show growth and development
- Support tutoring experiences.
 - Understand & create assessments in setting related to 3-day curriculum planning
 - Understand literacy related skills of small groups and tutoring students
 - Literacy work (phonics tutoring, balanced literacy groups)
 - Math work
 - Support after school and before school programs.
- Support events for African American History month, Parent Month, Gang prevention, school readiness events, mathematics & literacy or social studies and science experiences,
- Support networks of parent to parent communications that enhance harder to reach community members (i.e. ELL's parents, newsletters, etc.)
- Attend and support community meetings (offered at Stewart, Buchtal, Belden, West, etc.)
- Facilitate and observe the problems/successes of after school program, attendance monitoring systems, social skills, communication skills efforts, and other special programs promoted by schools
- Write letters to parents about a day and gauge children's honest self-assessment of their experiences and promote parents to be more involved in the child's experience.
 - Take photos of mentoring teachers/principal's and/or parents and feature their impressions, missions, values, goals, and joys or concerns, etc. as "sound bites" for community
 - Develop bulletin boards in places where parents/community see and attend
- Develop more productive homework activities with mentoring teachers
 - Connect social networks between linguistically/ethnically minority parents and school people



BLOCK III FIELD EXPERIENCE EVALUATION MIDTERM / FINAL

Student Name: _____ Date Evaluated: _____ Days Absent:^a _____
 Tardy:^a _____
 Teacher: _____ School: _____
 Grade: _____

KSU block III students are expected to attend block III field experiences for a total of 14-16 hours per week for at least 13 weeks (*at least* 116 hours) during block III. Generally these hours are completed on W, R, or F. During curriculum leading days students are expected to spend 3 consecutive days in the field to have a coherent connection within their students and the planning of lessons. Literacy tutoring, 3-day lesson planning, general professional support to students, investigations with social-studies, mathematics, literacy, and family engagement are the focal points of this field experience and absences are unacceptable – please contact the block III field experiences coordinator or this student’s instructor for 40142—Home, School, Community Partnerships jkroege1@kent.edu or kathleenheydorn@gmail.com *report the first instance* of an unexcused absence and a planning conference will be scheduled with the student. Tardiness is unprofessional – *more than one tardy arrival should be reported* to the Field Experience Coordinator or instructors for 40142 so a planning conference can be scheduled. Students are expected to have shared all planning at least one week ahead of time before they lead teaching experiences; although they are doing so in their university courses, they are expected to do so with mentor teachers as well. Please keep track of all late arrivals and absences; students will be required to make up time missed in the field prior to promotion to the next block of courses. The field site evaluation is created based upon the KSU conceptual framework (link), professional dispositions (link) as well as NAEYC/NCATE standards (link).

Instructions for use of this assessment form:

1. Mentor and field student review assessment forms during first 6 weeks and 12th week of the semester.
2. At Mid-Term (week 6-8); mentor and field student independently fill out the from and use it as a starting place for conversations about successes and areas for improvement. Students share a copy with Professors.
3. At the close of the semester (week 14-15) mentor and field student repeat the independent assessment and conference process.
4. Field students must turn in a copy of the final evaluation form to the block III faculty by the end of Final’s Week.
5. Mentor teachers may return the evaluation in a sealed envelope or scanned copy to the email addresses provided above. Please return the KSU student’s initials in the subject line with a scanned copy pdf form. Thank you for your honest assessment of student’s skills as well as support of our shared work to mentor students.

This midterm and final evaluation form will serve as a transition tool for Block III/IV faculty at KSU.

Committed Professional	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Comments
Accountability (arrives on time, is prepared, shares lesson/activity plans 1 week prior for feedback, takes responsibility for decisions/actions) <i>NAEYC: 6a: Identifying and involving oneself with the early childhood field.</i>				
Collegiality (uses professional communication skills, clarifies roles/responsibilities, takes initiative appropriately, helps others, collaborates with peers & staff) <i>NAEYC: 6b: Knowing about and upholding</i>				

<i>ethical standards and other early childhood professional guidelines</i> NAEYC 6c: <i>Engaging in continuous, collaborative learning to inform practice; using technology</i>				
Critically examines school and classroom policies & procedures for understanding—gaining information through questioning and observing and investigating NAEYC: 6a: <i>Identifying and involving oneself with the early childhood field</i> 6d: <i>Integrating knowledgeable, reflective, and critical perspectives on early education</i>				
Engages in continuous self-improvement (asks for & applies constructive feedback, seeks to answer questions & extend knowledge, grows in understanding of the school & community) NAEYC: 2a: <i>Knowing about and understanding diverse family and community characteristics</i> NAEYC 4d: <i>Reflecting on own practice to promote positive outcomes for each child</i>				
Democratically Accountable Leader	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Comments
Critically examines moral & ethical dilemmas for understanding and professional growth and acts in an ethical manner while practicing NAEYC: 6b: <i>Knowing about and upholding ethical standards and other early childhood professional guidelines</i>				
Practices reflect valuing differences (i.e., ethnic, cultural, lingual, ability, etc.) NAEYC: 2a: <i>Knowing about and understanding diverse family and community characteristics</i>				
Developing a sense of self as an advocate for young children and families as well as an agent of positive change to improve/support the experiences of young children and their families in school experiences. NAEYC: 2b: <i>Supporting and engaging families and communities through respectful, supportive and challenging learning environments for young children</i> NAEYC 6c: <i>Engaging in continuous, collaborative learning to inform practice; using technology</i>				
Teacher as Co-Decision Maker	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Comments
Works collaboratively as a member of a				

<p>teaching team (with colleagues, peers, families, children, community members—sharing work load within a framework of shared understating)</p> <p>NAEYC: 2b: <i>Supporting and engaging families and communities through respectful, reciprocal relationships</i></p> <p>NAEYC 2c: <i>Involving families and communities in young children’s development and learning</i></p> <p>NAEYC 3d: <i>Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments</i></p> <p>NAEYC 4a: <i>Understanding positive relationships and supportive interactions as the foundation of their work with young children</i></p> <p>NAEYC 6c: <i>Engaging in continuous, collaborative learning to inform practice; using technology</i></p>				
<p>Makes sound decisions for teaching/learning experiences (e.g., within the context of course assignments, literacy tutoring & “try it” opportunities, teacher-assigned tasks)</p> <p>NAEYC: 1c: <i>Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children</i></p> <p>NAEYC 4b: <i>Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</i></p>				
<p>Seeks active understanding from mentor to support and enhance student learning, reflective of grouping strategies, constructing appropriate learning goals, and implementing learning experiences</p> <p>NAEYC: 4a: <i>Understanding positive relationships and supportive interactions as the foundation of their work with young children</i></p> <p>NAEYC 5b: <i>Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</i></p>				
<p>Uses appropriate assessments to inform thinking (running records, observation, and classroom specific information)</p> <p>NAEYC: 3b: <i>Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data</i></p>				

collection				
<p>Tailors learning for individual learners by using culturally, individually, and community relevant materials in teaching experience)</p> <p>NAEYC: 1c: <i>Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</i></p> <p>NAEYC: 2a: <i>Knowing about and understanding diverse family and community characteristics</i></p> <p>NAEYC 4b: <i>Knowing and understanding effective strategies and tools for early education, including technology</i></p> <p>NAEYC 4c: <i>Using a broad repertoire of developmentally appropriate teaching/learning approaches</i></p> <p>NAEYC 5c: <i>Using own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate developmentally meaningful and challenging curriculum for each child.</i></p>				
<p>Makes informed decisions about parent and community members needs by actively seeking their opinions and needs within responsive parent event planning or social action projects.</p> <p>NAEYC: 2a: <i>Knowing about and understanding diverse family and community characteristics</i></p> <p>NAEYC 2b: <i>Supporting and engaging families and communities through respectful, reciprocal relationships</i></p> <p>NAEYC 2c: <i>Involving families and communities in young children's development and learning</i></p> <p>NAEYC 4a: <i>Understanding positive relationships and supportive interactions as the foundation of their work with young children</i></p>				
Reflective Thinkers	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Comments
Applies reflective thinking habits to assess self and understand others on a regular basis. Combines observation and reflection with appropriate assessment techniques prior to and after teaching to improve practice and build effective learning environments				

(running records, rubrics, pre-post checklists, student conferencing, -----) NAEYC: 4d: <i>Reflecting on own practice to promote positive outcomes for each child</i> NAEYC: 3a, 3b, 3c, 3d				
Searches for new opportunities within the field experience and creates novel solutions to problems, thinks ‘outside the box’ endeavors (try-it, literacy teaching, 3-day curriculum work, assessment design & planning) NAEYC: 4c: <i>Using a broad repertoire of developmentally appropriate teaching/learning approaches</i> NAEYC 4d: <i>Reflecting on own practice to promote positive outcomes for each child</i>				
Successfully carries out teaching and learning goals AND reflects upon results of projects for opportunities for new understanding and future NAEYC: 4d: <i>Reflecting on own practice to promote positive outcomes for each child</i> NAEYC 5b: <i>Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</i> NAEYC 5c: <i>Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child</i>				

SIGNATURE MENTOR TEACHER _____

Date _____

SIGNATURE KSU STUDENT _____

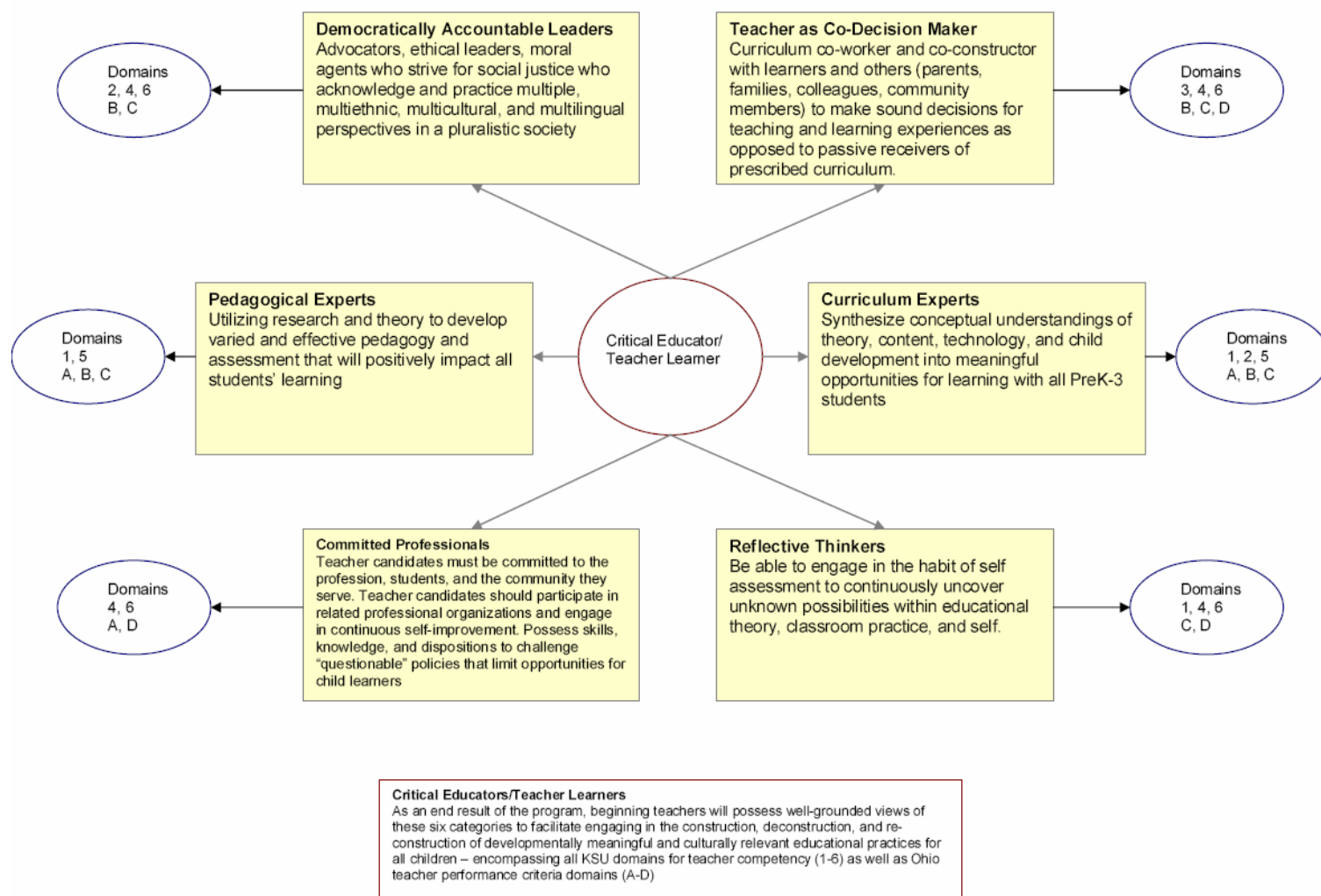
Date _____

APPENDIX C—Block IV
Kindergarten/Primary Block Overview
Block IV Policies
Roles & Responsibilities
Friday Seminar
Statement of Understanding & Receipt
Required Teaching Experiences
Block IV Mid-Term & Final Evaluations
Discussion & Reflection
Statement of Concern
Action Plan

The Kindergarten/Primary Overview Blocks III, IV & V

Blocks III, IV and Block V provide an integrated experience that will help you become a thoughtful and sensitive kindergarten/primary teacher. You will take methods courses while at the same time engaging in increasing teaching experiences. Principals and curriculum directors in this area recognize the strengths of Kent's early childhood graduates. The Early Childhood Conceptual Framework captures the emphases of the program and strengths of Kent graduates.

Early Childhood Preservice Education Program Conceptual Framework



Education. They have had numerous opportunities to observe children and to translate observation into activities that support children's development. During Block IV the emphasis becomes curriculum and pedagogy in kindergarten and primary grades. Knowledge is developed in methods courses in Literacy and Phonics, Mathematics, Science, and Social Studies. The development of teaching strategies and skills is supported by an intensive 2-day block of time to "think as a critical teacher" e.g. match teaching strategies to a particular group of children whose learning strengths and needs are known.

Fieldwork Policies

1. Pre-service teachers are expected actively participate during each day at their field site.

- Active participation includes daily interactions with children.
- Course readings and out of class assignments are not to be completed at the school site.
- When you are not teaching you should be observing or interacting with children.

2. Attendance is expected unless there is an emergency. Let your facilitator and mentor know ASAP.

Do NOT plan to “take off” for routine doctor appointments or family errands.

3. Professional attendance includes arriving on-time and completing tasks prior to leaving.

You and your teacher will decide on specific times you are to be in the classroom. Your teaching materials should be prepared prior to the day you will teach.

4. Professional dress is required.

Your dress should enable you to work comfortably with young children. You need to attend to the “appropriateness” of your dress in the professional context of the field. Concerns usually have to do with dressing too casually or wearing revealing clothing. Pay attention. Use good judgment.

5. Language -

Children: You are a language-role model for young children. Consciously model good language usage. Topics of conversation should be appropriate for teacher/child interactions.

Professional Conversations: Be extremely careful to engage in conversations about children, families, and others in a professional manner.

Respect: As you interact with children, teachers, families, facilitators, and others who work with young children, you may encounter times of disagreements. Professionals seek to resolve disagreements and in doing so strive to use language that is respectful as well as reflects an open mindedness to diverse opinions.

6. Family Communication –

Hopefully, you will have multiple opportunities to listen and to appropriately participate in family interactions – P.T.A meetings, conferences, and informal conversations. As a preservice teacher, take care in communicating with families. **If you are asked specific questions about a child, always refer the family member to the classroom teacher.** Importantly, remember to tell your mentor when something happens to a particular child (such as a fall, or if a child has become upset for any reason). Keep your mentor informed of any special circumstances so that s/he can communicate effectively with families. During this semester, your classroom teacher takes responsibility for family communication. **Do not provide families or children with your e-mail or phone number.**

Faculty and school partners will address problems concerning professional behavior.

Statement Regarding ECED Field Placements

The Early Childhood Education program at Kent State involves an integrated sequence of field and course work whereby students in the program have ample opportunity to:

- Learn from exemplary models in the field
- Come to appreciate the cooperative nature of teaching and learning through collaborative experiences with classmates, faculty and mentor teachers
- Experience a variety of school contexts and work with a diversity of learners and their families
- Engage in authentic teaching and learning experiences, applying theory and content of university courses in a variety of classroom contexts

The Early Childhood Education program works closely with area schools to develop field experiences that allow for professional growth among faculty, mentors and students, and are complementary to university coursework. Field placements are made by the college and the faculty in an effort to support each student's progress toward completion of program goals and requirements. Students are not to make their own placements.

Roles and Responsibilities of Block IV Cooperating Teachers, Facilitators, Methods Class Instructors

Classroom Teachers. Each semester teachers volunteer to work with Block IV pre-service teachers to show commitment to and to provide service to the profession. These classroom teachers serve as role models and mentors for thinking about the teaching and learning of primary-aged children as well as the culture of the school and profession. They bring strengths of experience and knowledge to this partnership, modeling teaching practices, and engaging in ongoing dialogue about decision making, planning, and reflection. Classroom teachers will invite students to participate in classroom, grade, and school-level professional development opportunities as appropriate. Teachers participate in ongoing reflection and assessment with students and school facilitators. At two points during the semester (mid-term and final), classroom teachers complete formal evaluations to document students' progress.

Site Facilitators: Block IV facilitators are early childhood faculty members who choose to work in a particular partnership school. **Just as mentoring teachers,** the facilitators **volunteer** this service because they believe in the importance of working with new professionals. The facilitator's role is to serve as a listener and a coach. S/he volunteers to work at a school to provide information, answer questions about requirements, promote professional communication between mentoring and preservice teachers, and assist in problem solving regarding work in the field. Site facilitators participate in ongoing dialogue with classroom teachers and Block IV faculty to monitor and support students' work in the field.

During the semester you can expect that your facilitator will:

- a. Visit the school periodically to check in regarding your work, progress, questions.
- b. Ask you to invite her/him to observe and provide feedback to a lesson(s).
- c. Collect mid-term and final evaluations.

Methods Course Instructors: Instructors' role involves working with students on campus in their areas of expertise, providing space for thinking about content, pedagogy, professionalism and reflective practice. Basic to all coursework is the program's mission to help you develop as a critical educator. Each instructor then considers standards from specific content areas and individually develops the content strands and assignments to support needed knowledge and skills.

ECED Block IV Seminar

The purpose of the ECED Block IV seminar is for professional development. We will meet five times over the course of the semester. In addition, your contributions to the Blackboard LEARN discussions are essential for reflecting upon your experiences in the field, your professional growth, as well as your colleagues' developmental understandings and insights into a variety of perspectives.

Successful performance in the field is a requirement for passing this course and progressing to student teaching.

Orientation: TBA 10:30 am – 1:00 pm Moulton Hall Ballroom

We will meet as a whole group to discuss expectations and how to negotiate roles in the primary classrooms.

Melanie's Small Group Meeting: TBA

Carie's Small Group Meeting: TBA

***** SuperStart Saturday: 9:30 am. to noon Schwartz Center Auditorium, TBA**

DATES TBA : Revised Teacher Candidate Placement Form to Office of Clinical Experiences, WTH Room 304

Midterm emailed to mirvine@kent.edu via your mentor teacher by Monday, March 10th. Bring hardcopy of midterm to seminar class.

Deadline to apply for graduation: VARY by semester!

Final Evaluation emailed to mirvine@kent.edu via your mentor teacher by TBA.

Final Session: TBA

We will meet as a whole group to reflect on our semester, hear from Block V student teachers, and Ms. Carla Owens.

Reflection/Goal Setting paper due: TBA

Student Teaching

We will have a visit from the Office of Clinical Experiences to learn about Block V student teaching. You will be asked to indicate preferences for student teaching shortly thereafter. Typically, preservice teachers request a grade change (K-1 to 2 or 3; or 2 or 3 to K-1). The Office of Clinical Experiences makes student teaching placements. The primary goal of the OCE is to provide each student with an appropriate placement. They must adhere to guidelines required by the Ohio Department of Education and NCATE, assuring that KSU students have diverse experiences. The OCE has established protocols with specific school districts, and must make all arrangements for student teaching. Arrangements made any other way will not be recognized as valid. **Under no circumstances will a prospective student teacher contact any school district personnel with the intention of securing her/his own placement.**

Appendix A

Statement of Understanding and Receipt

Please share a copy of this handbook with your mentor teacher, review its contents and sign this form indicating that you have discussed and understand Block IV policies and procedures.

Block IV Student _____

Mentor Teacher _____

Appendix B
Required Teaching Experiences

Dates/Specifics	Course Requirements
	<p><i>Developmental Reading and Writing</i></p> <ol style="list-style-type: none"> 1. Plan 2 Read Alouds. 2. Plan and conduct two Shared Reading lessons using the same text for both lessons. 3. Plan and conduct four focused guided reading lessons utilizing appropriate assessment(s). 5. Complete the Literacy Portfolio that will showcase your knowledge of a balanced literacy program.
All Semester	<p><i>Mathematics</i></p> <p>Complete a diagnostic interview of at least one (1) child's mathematical thinking. Apply constructivist approaches to support children's learning of mathematics. Incorporate meaningful tasks and use questioning sequences to inform math instruction. Support students' equitable access to mathematics and have high expectations for all students.</p>
	<p><i>Science</i></p> <p>Develop two original lessons based on inquiry science approaches outlined in our university course. The topic will be derived from your cooperating teacher's classroom content needs. Your lesson study must also be based on your understanding of the children at your site, <u>the curriculum needs as directed by your classroom teacher</u>, inquiry as related to the learning cycle, as well as appropriate and accurate science content aligned with state standards. You will implement these approaches over the course of the semester as negotiated with your classroom teacher.</p>
	<p><i>Integrated Social Studies</i></p> <p>Work collaboratively to develop classroom community Work to effectively integrate social studies content with other content areas Engage in ongoing critical reflection about the contexts in which students' learning occurs Develop, implement and reflect on two social studies lessons</p>

We have discussed these requirements and indicated tentative dates for the preservice teacher to complete these requirements.

Teacher: _____

Preservice Teacher:

Block IV/MAT: Pre-Service Teacher Mid-Term / Final Evaluation

Preservice Teacher: _____
Teacher: _____

Cooperating

School: _____

Grade: _____

Tardy _____ **Absent** _____

At the completion of the Block IV pre-student teaching semester, the preservice teacher should be ready to student teach. As you complete this form, consider how successful you think the preservice teacher will be as a student teacher. What specifics would you suggest for supporting future development? Please be guided in your assessment by the following criteria:

0 : DOES NOT YET MEET EXPECTATIONS – Preservice teacher requires additional attention to this area in order to move on to student teaching

1 : MEETS EXPECTATIONS – Preservice teacher is performing competently and is ready to move on to student teaching

2 : EXCEEDS EXPECTATIONS – Preservice teacher is exceptionally skilled for a novice and is ready to move on to student teaching

NA : NOT APPLICABLE – Preservice teacher has not had the opportunity to practice this skill to-date (Please Explain)

Praxis Domains

Domain A: Planning for student learning (including use of assessments in planning)	MID-TERM	FINAL
Has begun to use assessments appropriately (NAEYC key elements: 3a, 3b, 3c)		
Identifies appropriate goals (NAEYC key element: 4b)		
Activities match goals (NAEYC key element: 4b)		
Activities are appropriate for children's learning needs including appropriate use of technology (NAEYC key element: 4b)		
Plans with detail to ensure success (NAEYC key element: 4d)		
Uses a variety of strategies, materials, approaches. (NAEYC key element: 4c)		

Strengths (Please describe the preservice teacher's *planning and assessment* behaviors with particular attention to any behaviors that EXCEED EXPECTATIONS):

Suggestions for further growth (Please describe the preservice teacher's *planning and assessment* behaviors with particular attention to any behaviors that DO NOT YET MEET EXPECTATIONS):

Domain B: Creating an Environment for Student Learning	MID-TERM	FINAL
Able to establish a rapport with children (NAEYC key element: 4a)		
Communicates expectations with individual children (NAEYC key element: 4a)		
Developing awareness for details needed to maintain a safe environment (NAEYC key elements: 1a & 1c)		
Positively handles difficulties as they arise (NAEYC key element: 1c)		
Plans include notes to promote a safe environment, transitions, etc. (NAEYC key element: 1c)		

Strengths (Please describe the preservice teacher's behaviors that contributed to *creating an environment for student learning* with particular attention to any behaviors that EXCEED EXPECTATIONS):

Suggestions for further growth (Please describe the preservice teacher's behaviors that contributed to *creating an environment for student learning* with particular attention to any behaviors that DO NOT YET MEET EXPECTATIONS):

Domain C: Teaching for student learning	MID-TERM	FINAL
Understands content, purpose of lessons (NAEYC key element: 4b & 5a)		
Has begun to see the "big picture" how lessons flow together (NAEYC key element: 5a)		
Has begun to make adjustments to make content comprehensible to children (NAEYC key element: 4b)		
Encourages children to extend thinking (NAEYC key element: 4b&4c)		
Has begun to monitor instruction and provide feedback (NAEYC key element: 4d)		

Strengths (Please describe the preservice teacher's *teaching for student learning* behaviors with particular attention to any behaviors that EXCEED EXPECTATIONS):

Suggestions for further growth (Please describe the preservice teacher's *teaching for student learning* behaviors with particular attention to any behaviors that DO NOT YET MEET EXPECTATIONS):

Domain D – Teacher Professionalism	MID-TERM	FINAL
Basics: Present, on time; Ready to work with children on a daily basis (NAEYC key element: 6a & 6b).		
Responsibility: Has begun to work as a member of the planning team; Follows through on assigned tasks (NAEYC key element: 6c).		
Respect: Open mindedness, able to see multiple perspectives; Comfortable with the unknown; Little difficulty in embracing divergences, differences (NAEYC key element: 6d).		
Collegiality: Engages in conversations and seeks feedback that support professional growth (NAEYC key element: 6c).		
Wholeheartedness: Demonstrates a desire to develop the best teaching self (NAEYC key element: 4d).		

Strengths (Please describe the preservice teacher's *professional* teaching behaviors with particular attention to any behaviors that EXCEED EXPECTATIONS):

Suggestions for further growth (Please describe the preservice teacher's *professional* teaching behaviors with particular attention to any behaviors that DO NOT YET MEET EXPECTATIONS):

Additional comments:

Cooperating Teacher's Signature:_____

Date:

I HAVE READ AND UNDERSTAND THIS EVALUATION OF MY PERFORMANCE

(Preservice Teacher's Signature)

Appendix D:
Ongoing Points for Discussion and Reflection

1. Are there questions or concerns that you have not yet had a chance to raise?
2. Have we found time and space for ongoing conversations regarding your field experience?
3. Are there things you need from me? What would help you at this point?
4. Are there things that you want to try out/work on? Is there enough time?
5. Are there specific things you would like feedback on?

Appendix E

Statement of Concern

Purpose: The statement of concern is to provide a vehicle for addressing problems that arise during the Block IV semester. It is important to remember that Block IV preservice teachers are pre-student teachers. The development of the ability to teach (Domains A, B, C) is a growth process. However, some preservice teachers need more support to develop professional skills. If you are concerned that additional assistance is needed in making the Block IV experience as productive as can be, please express the concerns here so that a plan of action can be developed.

Preservice Teacher:

Date:

School:

Grade: __

Statement was written by ____mentor teacher ____principal ____ preservice teacher ____ KSU facilitator
____KSU course instructor

Signature: _____Date: _____

Concern:

Please give this completed statement to your building facilitator. The Early Childhood faculty will work with mentor teachers and students to address concerns and support the development of an action plan.

Appendix F: Action Plan

Preservice Teacher: _____

School: _____ Grade _____

Classroom Teacher: _____

Principal: _____

District: _____

Description of the problem:

Action Plan: (Including dates, if appropriate)

Signatures:

Pre-Service Teacher: _____

Classroom Teacher: _____

Principal _____

KSU Facilitator: _____

Early Childhood Faculty _____

Memos:

Appendix D

K-Primary Student Teaching Materials

University Supervisory Roles & Responsibility

Teacher Performance Assessment (TPA)

Assessment Deadlines

Guide for Supervisors

Lesson planning

Professionalism & Conferencing

Sample Forms

Instructions Formative & Summative Evaluations

Observation forms for supervisors & student teachers

Action plans for student teaching

Student Teaching Evaluation

Professional Disposition Assessments

Evaluation of University Supervisor (by student teacher)

Permission to Photograph/Videotape/Audiotape of children (TPA)

Absence form

Block V Final Student Teaching

Section IV – University Supervisor

Role of the University Supervisor -----

The overriding role of the university supervisor is to be a facilitator in the student teaching triad and a liaison between the school and the University to ensure the quality and integrity of the teacher education program. In addition, the university supervisor acts as an advocate for the profession of teaching.

Specifically, the university supervisor's responsibilities include:

- contacting each student via phone or email no later than the end of the student's first week of placement (use your kent.edu email account for all electronic communication with students);
- conducting an orientation session no later than the end of the second week of the student teaching placement with the cooperating teacher and student teacher (inviting the principal to this session is recommended);
- provide cooperating teacher with their packet of information and Expectation Handbook;
- scheduling observation visits and providing constructive suggestions in writing to the student teacher;
- conferencing with the student teacher (and cooperating teacher if possible) following each observation;
- alerting the Director of Clinical Field Experiences in the Vacca Office of Student Services when unresolved problems arise, co-writing a Professional Development Contract (sample copy in forms section) if necessary, and providing information to the "team" at the University to help resolve problems with the student teacher;
- being available to the student teacher, the cooperating teacher, and the principal whenever guidance is needed;
- preparing Student Teaching Assessment forms provided by the University by established deadlines.
- Facilitating the completion of the Teacher Performance Assessment (TPA) process to the extent allowable.

The Teacher Performance Assessment (TPA)-----

The Teacher Performance Assessment (TPA) is a subject area-specific, performance-based assessment for pre-service teacher candidates, focused on student learning. Developed at Stanford University, this portfolio process will evaluate a teacher candidate's ability to create and assess an effective lesson sequence, teach all students, and reflect on the teaching process. Over the course of the student teaching semester, teacher candidates, in conjunction with the cooperating teacher, will plan, teach, and assess a learning segment in the classroom. Guided by the instructor of the Inquiry class, the teacher candidate will develop a portfolio of artifacts, including lesson plans, video clips of instruction, student work samples, teacher

assignments, analyses of student learning and reflective commentaries. Specifics necessary for each portfolio are clearly designated in TPA handbooks, to be distributed by the Inquiry instructor. In the early weeks of the student teaching semester, the teacher candidate will distribute a letter to inform students and parents of the TPA process, including the video clips necessary for the portfolio (see recruitment letter). A consent form will be collected by the teacher candidate to document student participation in the TPA process (see consent form). The TPA will be due on a date specified by the Inquiry instructor on the Learn platform. The TPA portfolio will be scored locally or nationally and results will be delivered to the Inquiry instructor prior to the end of the student teaching semester.

For successful completion of the Teacher Performance Assessment:

- Schedule a conversation with your mentor about expectations for the Teacher Performance Assessment during your first week of student teaching. Your Inquiry instructor will provide you with a list of suggested “talking points” to guide the conversation.
- Please be sure the mentor teacher knows that you will need to teach 3-5 short lessons within a one-week time period (around the fourth week of the semester).
- Hand out and collect the permission forms for videotaping in the classroom if/when your Inquiry instructor suggests (probably the second week of student teaching.)
- Ask your mentor and supervisor to help you determine your “central focus” (or overarching Language Arts concept) for the lesson which will likely consist of a Common Core Standard in ELA and a standard from the Ohio Academic Content Standards in Social Studies or Science that will be fully integrated. The lessons can be short (30-40 minutes) and should probably be taught during a time of the school day designated for social studies or science since it will not fit into any scripted curriculum for Language Arts.
- Meet all deadlines set by your Inquiry instructor for each task.

Assessment Deadlines-----

These deadlines are:

- The Mid-Term Assessment is to be submitted online by the university supervisor by Friday of the 7th week of the UNIVERSITY SEMEMSTER.
- The Disposition Assessment is to be submitted online by the university supervisor by Friday of the 7th week of the UNIVERSITY SEMESTER. The Disposition Assessment may be entered earlier if warranted. The disposition must be submitted in a timeframe that allows the student to enter a Professional Disposition Plan (PDP) and enact that plan. Students with outstanding dispositions are not cleared for graduation.
- The Teacher Performance Assessment (TPA) is to be completed by the 8th week of the semester.
- The Summative Assessment is to be submitted online by the university supervisor by the Friday of the 15th week of the UNIVERSITY SEMESTER.
- The final grade (S or U) must be received by the Director of Clinical Field Experiences on or before the last day of student classes of the university semester. This is the week preceding final exam week. The grade may be delivered or mailed to 304 White Hall on the grade submission sheet from the supervisor packet. Another option is to email the grade on or before the deadline to the Director of Clinical Field Experiences. However, the only email that can be accepted is one that has been sent by the university supervisor from his/her "kent.edu" web address. No other outside email accounts are recognized as official documentation.

Guidelines for the University Supervisor-----

Getting Started the First Week

1. Contact the student teacher and cooperating teacher to set up an orientation meeting at the school. Give the cooperating teacher their packet of information and Expectation Handbook. Introduce yourself to the principal when you visit the school. Find out what procedure the principal wishes you to follow upon subsequent visits to the building with regard to parking, checking in at the office, observing, etc.
2. Invite the principal to take an active role with student teachers that could include activities such as sharing the school mission for teaching and learning, acquainting student teachers with a school-wide perspective of the student population and community demographics, make periodic classroom visits, and observe a lesson and give feedback to show how classroom activities fit into the school's overall instructional goals, explaining the district policy on child abuse and neglect reporting, and use of social media.
3. Use the initial visit with the cooperating teacher and the student teacher to discuss all evaluation forms, procedures and expectations of the student teaching experience. This is also the best time to deal with any concerns the cooperating teacher and the student teacher may have. Gather information regarding the beginning and ending times of the school day, lunch time, recess time and specialist time, such as art, music, etc. Note any holidays and procedures for school closing. Review the format of observations.
4. Maintain a personal file for each student. Keep a schedule for observations and try to vary the time and day you observe.
5. Help the student teacher to plan effectively. This planning begins with knowing the students' backgrounds and developing clear learning goals. Lesson plans are a vehicle to help the student teacher organize the material that is to be taught. While there is general agreement that good planning contributes to good teaching, there is no widespread agreement that any particular format is best. For all observations, the lesson plans should be delivered ahead of time for university supervisor review.
6. Recommend that lesson plans during the first weeks of student teaching be extensive and specific. The cooperating teacher should examine and approve all lesson plans developed by the student teacher ahead of time. In order to help the cooperating teacher analyze the teaching plan and to make suggestions for improvement, the following questions are posed:
 - Is the student teacher's planning a strategy for achieving the learning objectives?
 - Has the student teacher made provision to inform the students of the objectives of the learning activity and their importance?
 - Has the student teacher planned for the active involvement and contribution of students?

- Has the student teacher allowed for students to function within a reasonable range of interest levels and abilities?
- Is there sufficient change and variety of learning activities to recognize students' attention spans?
- Does his/her teaching strategy include helping students with learning processes as well as learning outcomes? (Learning processes include communication skills, study habits, methods of inquiry, library and resource skills, outlining and organization, formation of work schedules, establishing personal goals and critical self-evaluation.)
- Do key questions, especially higher-order questions and those relating to values, show thorough pre-thought, and are they stated incisively in the teaching plan for ready reference?
- Has the student teacher considered how the various learning aids--chalkboard, bulletin board, artifacts, audiovisual equipment, *and technology*--are to be employed?
- Has the student teacher followed appropriate policies and procedures if supplies were required?
- Has the student teacher planned a distinct closure of the learning activities with a summary of important learning outcomes and a statement of the extent to which the objectives have been achieved?
- As a final general consideration, will the students tend to view the lesson taught from this plan as a worthwhile learning experience?

Lesson Planning-----

Dates, times and subjects should be well marked at the beginning of each plan. Learning goals and objectives (standards and benchmarks) should be stated clearly. Procedures for carrying out the lessons should be explained in detail, including classroom management strategies and special directions. Teaching strategies should accommodate the various learning styles and levels in the classroom. Materials needed for the lesson should be listed clearly, along with textbooks, page numbers, handouts, etc. **Stress to the student teacher that someone else should be able to teach from the plans.** Assessments to be used should be clearly defined.

As the class load increases for the student teacher and he/she feels confident about his/her planning ability, the cooperating teacher and university supervisor should cut back on the detailed plans. Have a sample of a more general plan ready for the student teacher to use as a guide for the remainder of the semester.

Lesson plans are a vehicle to help the student teacher organize the material that is to be taught. These plans should reflect a variety of methods to be used in teaching the material, authentic assessments and, most of all, should reflect the impact they will have on student learning.

Professionalism and Reflective Practice Through Conferencing-----

Conferencing is important during the student teaching experience. Conferences clarify the elements of good teaching. As needed, constructive feedback is offered, and plans, including

a commitment for change, are made. As part of the Kent State University student teaching team, the cooperating teacher's and university supervisor's role as active professionals and lifelong learners will depend on the ability to apply reflective practice based on the achievement of the learning goals. Therefore, the ultimate conference goal is to help student teachers become reflective, self-analyzing and self-evaluative professionals. In order to achieve this objective, the participants must be prepared to learn from others and to contribute their own ideas and perceptions.

Conferencing helps the student teacher begin to engage in professional growth and development. In the conference phase, the planning, constructive criticism and analysis of good teaching are the major responsibilities of the cooperating teacher and the university supervisor; toward the end of the placement, student teachers should assume responsibility for reflective self-analysis.

Informal conferences should be held at the end of each teaching day by the cooperating teacher and the student teacher. A formal pre-teaching conference, a written evaluation of a lesson and a post-teaching conference should be held once a week by the cooperating teacher and student teacher. A weekly meeting should be held to discuss plans, instructional materials and techniques, information about students, instruction, personnel and other areas of professional growth. Sufficient time should be made available to complete the three phases of the conference. Some of these conferences should be three-way and include the student teacher, cooperating teacher and university supervisor. The setting should provide a suitable area that is conducive to a mutual exchange of ideas.

The focus of the conference varies from pre-observation to post-observation. In the pre-observation conference, objectives and techniques of the intended instruction are discussed and questions are formulated that will aid in the observation of the lesson to be taught. The post-observation conference focuses on perceived needs and/or questions of the student teacher, cooperating teacher or university supervisor.

While more frequent conferences will occur between the student teacher and cooperating teacher because of their daily interactions, the university supervisor should participate in a three-way conference at least every other week.

The most important aspect of conferencing is not the topic(s) or procedures but the opportunity for an open exchange that permits and encourages reflection. Techniques to create this type of exchange are difficult to describe because they are individualized to participants and situations. However, the student teacher, cooperating teacher and university supervisor must recognize and accept responsibility for the success and productivity of conferences. There are a number of conferencing techniques that generally are applicable for use by the cooperating teacher and the university supervisor:

1. **Use climate-building verbal and nonverbal behaviors to develop a personal relationship between the cooperating teacher, the student teacher, and the university supervisor.** Climate-building comments are those that reflect interest and respect for all members of the student teaching team.

2. **Be a good listener.** Hear each other's comments. Be alert to nonverbal clues, sensing unexpressed concerns, and dealing with the student teacher's or the cooperating teacher's problems.
3. **Focus on the descriptive rather than the evaluative when referring to the student teacher's performance.** If criticism is necessary, rely on description and guide the student teacher to consider the implications of the criticism using the teacher standards and criteria as a point of reference.
4. **Use systematic questioning** that helps the student teacher focus on thinking, organizing ideas, engaging in self-evaluation and arriving at conclusions and/or insights.
5. **Paraphrase a student teacher's response** to get clarification, focus, or emphasis.
6. **Seize opportunities to encourage supportive comments throughout the conference.** Cooperating teachers and university supervisors should be honest in giving feedback but it should be tempered with reassurance, especially if they sense frustration and disillusionment in the student teacher.
7. **Close the conference with a review of the major outcomes/decisions, solutions, insights, conclusions, commitments/mutual agreement of expectations.**

The student teacher should not reach the end of a student teaching experience without having had at least one formal conference every two weeks of the placement with the cooperating teacher and the university supervisor.

Student Teacher Conferences -----

1. **Make clear to the student teacher your role in the student teaching process.** Give the student teacher the opportunity to discuss his/her goals and objectives during the student teaching experience. Emphasize professional attitude, enthusiasm, promptness, dress and preparedness.
2. **Allow the student teacher to discuss concerns about his/her lessons.** As the student teacher begins to suggest changes to improve lessons, use that as a basis for your conference. At first, select only the more general concerns: as the evaluation progresses, and as the student teacher becomes more confident, you can address some refinements of his/her teaching.
3. **Try to gain a sense of what the cooperating teacher expects from this student teaching experience.**
4. **Remember the cooperating teacher is providing a classroom in which the student teacher can practice what he/she has learned.** Include the cooperating teacher in the evaluation process. If things are not going well, try to make suggestions rather than

demands. If the cooperating teacher wishes his/her student teacher to conform to his/her teaching approach, maintain a position to support and guide the situation.

5. **Conferences should be held after each observation, at the midterm, and at the summative with the student teacher, the cooperating teacher and the university supervisor present.** Principals should be invited to observe the student teacher and give feedback.
6. **Be specific in your comments.** Try to use "conferencing" skills that encourage the student teacher to reflect on the act of teaching and the impact on student learning.

Block V: Section V - Sample Forms

Instructions for University Supervisors to Use the Student Teaching Observation Form

Before the observation:

- Review the Midterm/Summative Student Teaching Assessment
- Schedule the observation for a time when the student teacher and cooperating teacher are available to meet before/after the observation
- Review the lesson plan

During the observation:

- Refer to the Midterm/Summative Student Teaching Assessment during the observation
- Provide observations and evidence in the observation column and align with the Ohio Standards for the Teaching Profession (OSTP)

After the Observation:

- Meet with the cooperating teacher and student teacher (together if possible; individually if necessary)
- Discuss the observation and solicit observations and evidence from the student teacher and cooperating teacher
- Provide the opportunity for the cooperating teacher to present observations and evidence for those areas not observable during the lesson
- Collaboratively develop goals and strategies with a timeline for those areas needing improvement, e.g a rating of 0 or 1 on Standards 1, 2, 6, 7 and a rating of 0 or 2 on Standards 3, 4, 5
- Give the top copy to the student teacher, the second copy to the cooperating teacher and retain the third copy for your files. This form will provide the basis for your completion of the Midterm/Summative Student Teaching Assessment.

Instructions for Completion of the Midterm/Summative Student Teaching Assessment

Note that the Midterm/Summative Student Teaching Assessment includes the rubric for evaluating the teacher candidate.

Completion of the Midterm Student Teaching Assessment

Prior to meeting with the cooperating teacher:

- Complete the Midterm Student Teaching Assessment
- Review the Student Teaching Observation Forms for evidence
- Place a numerical rating in the designated column and designate if the element is not observed. No partial credit, e.g. “1.5”, can be given
- For any element scored at “1” or below in Standards 1, 2, 6, and 7 and “2” or below in Standards 3, 4, and 5 a plan of action must be developed with goals, strategies, and timeline (see the Student Teaching Observation Form sample).

Meet with the cooperating teacher:

- Provide guidance to the cooperating teacher in the completion of his/her Midterm Student Teaching Assessment
- Discuss discrepancies – noting that differences in ratings are acceptable as perspectives and experiences with the student teacher are unique.

Meet with the teacher candidate (with the cooperating teacher if possible):

- Review the Student Teaching Assessment
- Provide the opportunity for the teacher candidate to provide evidence not previously shared
- Discuss the plan of action as needed
- All participants (teacher candidate, cooperating teacher and university supervisor) should receive a copy of the Student Teaching Assessments with written, signed, plan of action if needed.

Completion of the Summative Student Teaching Assessment

Prior to meeting with the cooperating teacher:

- Complete the Summative Student Teaching Assessment
- Review the Observation Forms for evidence
- Place a numerical rating in the designated column
No partial credit, e.g. “1.5”, can be given
- For any Element scored as “1” or below in Standards 1, 2, 6, and 7 and “2” or below in Standards 3, 4, and 5 designates the unsuccessful completion of the Element
- The *Not Observed* category should not be used. At this point in the student teaching experience all Elements of the Standards must have been documented and observed

Meet with the cooperating teacher:

- Provide guidance to the cooperating teacher in the completion of the Summative Student Teaching Assessment
- Discuss discrepancies – noting that differences are acceptable as perspectives and experiences with the teacher candidate are unique

Meet with the teacher candidate (with the cooperating teacher if possible):

- Review the Student Teaching Assessment
- Provide the opportunity for the teacher candidate to provide evidence not previously shared
- All participants (teacher candidate, cooperating teacher and university supervisor) should receive a copy of the Student Teaching Assessments

Note about the final score of the Summative Student Teaching Assessment

In order to earn a passing grade for student teaching, the candidate needs:

- at least a 2/4 on each element in Standards 1,2,6,7
- at least a 4/6 on each element in Standards 3,4,5
- a total score of 122 points out of 153 possible, which is 80%. A student who earns the minimum on each element (2 on Standards 1,2,6,7 and 4 on Standards 3, 4,5) will earn 102 points, not sufficient for a passing grade.
(2 on Standards 1,2,6,7 and 4 on Standards 3, 4,5) will earn 102 points, not sufficient for a passing grade.

Sample Observation Form

Student Teacher: _____ Date: _____

Time: _____

Cooperating Teacher: _____

District/School/Agency: _____

Observer/Title: _____

Grade/Subject: _____ Class size: _____ Number of Observation: 1 2 3 4 5/1 2 3 4 5 Semester _____

STUDENT TEACHING OBSERVATION FORM (PART 1)

OBSERVATION NOTES

Student Teacher Signature _____ Supervisor Signature _____

Note: All observations require this sheet and Part 2 to be completed. A copy is to be given to the Supervisor, Cooperating Teacher, and Student Teacher of each part.

Student Teacher: _____
Date: _____ Time: _____

Cooperating Teacher: _____
District/School/Agency: _____

Observer/Title: _____

Grade/Subject: _____ Class size: _____
5/1 2 3 4 5 Semester _____

Number of Observation: 1 2 3 4

STUDENT TEACHING ACTION PLAN (PART 2)

Goals Identify goals for elements needing further development.	Strategies and Timeline List specific steps to reach the goal and set a timeline for reaching the goal.

Kent State University, College of Education, Health, and Human Services, Spring 2013

Copy to: _____ Student Teacher _____ Cooperating Teacher _____ University Supervisor

Student Teaching Evaluation

Student Name _____	Cooperating Teacher _____
Semester _____	University Supervisor _____
Evaluation Type <input type="checkbox"/> Midterm <input type="checkbox"/> Final	

Please indicate the extent to which the Student Teacher exhibits behaviors consistent with the Ohio Standards for the Teaching Profession (OSTP) & the National Association for the Education of Young Children (NAEYC)

Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach (<i>NAEYC Standard 1: Promoting Child Development & Learning; 1a, 1b, & 1c</i>)			
Knowledge of how students learn, developmental characteristics of age groups (OSTP 1.1)(NAEYC 1a & 1b)			
Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate an understanding of how learners construct knowledge, acquire skills, and develop thinking processes, nor demonstrate an understanding that cognitive, linguistic, social, emotional, and physical development influences learning.		
Partially Met	The candidate demonstrates an understanding of how learners construct knowledge, acquire skills, and develop thinking processes and demonstrates a limited understanding that cognitive, linguistic, social, emotional, and physical development influences learning, but does not use developmentally appropriate instructional strategies.		
Met	The candidate demonstrates an understanding of how learners construct knowledge, acquire skills, and develop thinking processes, and also demonstrates an understanding that cognitive, linguistic, social, emotional, and physical development influences learning; he or she uses developmentally appropriate instructional strategies that promote student learning.		
Knowledge of student needs and students' prior knowledge (OSTP 1.2) (NAEYC 1a & 1c)			
Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate an understanding of what students know nor do they use it to inform instruction.		
Partially Met	The candidate demonstrates an understanding of what students know but does not effectively use it to inform instruction.		
Met	The candidate demonstrates an understanding of what students know and uses it to effectively inform instruction.		

Models respect for students' diverse cultures, language skills and experiences (OSTP 1.4) (NAEYC 1c)			
Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not model respect for the diverse cultures, language skills, and experiences of students.		
Partially Met	The candidate models respect for the (1) diverse cultures, (2) language skills, or (3) experiences of students, but not all three.		
Met	The candidate models respect and knowledge of the diverse cultures, language skills, and experiences of students.		

Standard 2: Teachers know and understand the content area for which they have instructional responsibility (NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum; 5a, 5b, 5c)

Content-area concepts, assumptions and skills to plan instruction (OSTP 2.1) (NAEYC 5a & 5c)			
Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate knowledge of core concepts, facts, academic language, procedures and skills in his or her content area(s).		
Partially Met	The candidate demonstrates knowledge of core concepts, facts, academic language, procedures and skills in his or her content area(s) but does not plan effectively to sequence lessons to meet future learning goals.		
Met	The candidate demonstrates knowledge of core concepts, facts, academic language, procedures and skills in his or her content area(s), links instruction with prior knowledge and uses his or her knowledge to plan lessons sequentially to meet future learning goals.		

Content-specific instructional strategies (OSTP 2.2) (NAEYC 5b & 5c)			
Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not identify instructional strategies appropriate to his or her content area(s).		
Partially Met	The candidate identifies instructional strategies appropriate to his or her content area(s).		
Met	The candidate identifies instructional strategies appropriate to his or her content area(s) and develops instruction that includes content specific strategies supported by research.		

Knowledge and utilization of Ohio College and Career Ready Standards and school/district curriculum goals (OSTP 2.3)			
Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate knowledge of important content and/or concepts in the Ohio College and Career Ready Standards and the curriculum priorities of his or her school and district.		
Partially Met	The candidate demonstrates knowledge of important content and concepts in the Ohio College and Career Ready Standards and the curriculum priorities of his or her school and district, but does not demonstrate this knowledge in his or her lesson plans.		
Met	The candidate demonstrates knowledge of important content and concepts in the Ohio College and Career Ready Standards and the curriculum priorities of his or her school and district and the candidate demonstrates this knowledge in his or her lesson plans.		

Disciplinary connections with other content areas (OSTP 2.4) (NAEYC 5a, 5b, 5c)			
Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate an ability to link relevant content connections between disciplines.		
Partially Met	The candidate demonstrates knowledge of links between content areas or disciplines, but does not effectively apply them during instruction.		
Met	The candidate demonstrates knowledge of links between content areas or disciplines, and effectively connects them during instruction.		
Disciplinary connections with relevant life experience (OSTP 2.5) (NAEYC 5c)			
Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate understanding of the importance of linking content to real-life/real-world experiences.		
Partially Met	The candidate demonstrates understanding of the importance of linking content to real-life/real-world experiences, and engages students in applying inter-disciplinary knowledge in real scenarios through activities such as problem-solving or service.		
Met	The candidate demonstrates understanding of the importance of linking content to real-life/real-world experiences, engages students in applying inter-disciplinary knowledge in real scenarios through activities such as problem-solving or service, and gives consideration to authentic local and global issues.		

Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning (NAEYC Standard 3: Observing, Documenting, Assessing; 3a, 3b, 3c, & 3d)			
Knowledgeable of assessment types, purposes and the data they generate (OSTP 3.1) (NAEYC 3a, 3b)			
Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate knowledge of assessment as a means of evaluating student learning.		
Partially Met	The candidate demonstrates knowledge of assessment as a means of evaluating student learning and also demonstrates understanding of its value in delivering effective instruction.		
Met	The candidate demonstrates knowledge of assessment as a means of evaluating student learning, demonstrates understanding of its value in delivering effective instruction, and demonstrates an understanding of a variety of assessment types (and their uses and limitations).		
Selects and uses of a variety of diagnostic, formative and summative assessments (OSTP 3.2) (NAEYC 3a & 3c)			
Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate an understanding of the importance of aligning classroom assessments with instruction.		
Partially Met	The candidate demonstrates an understanding of the importance of aligning classroom assessments with instruction and demonstrates knowledge (but does not utilize) variety of diagnostic, formative and summative assessments.		
Met	The candidate demonstrates an understanding of the importance of aligning classroom assessments with curriculum and instruction and uses a variety of diagnostic, formative and summative assessment techniques to collect evidence of student knowledge and skills.		

Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student (NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum & NAEYC Standard 1: Promoting Development & Learning; 1a, 1b, 1c & NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children & Families; 4a-4d)

Communicates clear learning goals and links learning activities to those goals (OSTP 4.3) (NAEYC 5c & NAEYC 1a & 1c & NAEYC 4c & 4d)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not communicate learning goals to students.		
Partially Met	The candidate communicates learning goals to students, but they are not clear.		
Met	The candidate communicates clear learning goals to students and plans activities to achieve those goals.		

Applies knowledge of how students think and learn to planning and instruction (OSTP 4.4) (NAEYC 4b & 4c)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate knowledge of the cognitive processes associated with learning.		
Partially Met	The candidate demonstrates knowledge of the cognitive processes associated with learning, but does not effectively use this knowledge to plan instruction.		
Met	The candidate demonstrates knowledge of the cognitive processes associated with learning (and research on this topic) and uses this knowledge to plan effective instruction.		

Differentiates instruction to meet needs of all students, including gifted students, students with disabilities and at-risk students (OSTP 4.5) (NAEYC 1a & 1c, 4b & 4c)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not identify strategies to differentiate instruction to support the learning needs of all students.		
Partially Met	The candidate identifies strategies to differentiate instruction to support the learning needs of all students, but does not effectively apply the strategies.		
Met	The candidate identifies strategies to differentiate instruction to support the learning needs of all students, and applies the strategies during instruction by using grouping as appropriate.		

Creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers (OSTP 4.6) (NAEYC 5c)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate knowledge of the cognitive processes associated with various kinds and levels of learning (e.g., taxonomies of learning).		
Partially Met	The candidate demonstrates knowledge of the cognitive processes associated with various kinds and levels of learning (e.g., taxonomies of learning) to develop independent learners, but does not apply this knowledge effectively.		
Met	The candidate demonstrates knowledge of the cognitive processes associated with various kinds and levels of learning (e.g., taxonomies of learning) to develop independent learners and applies this knowledge effectively through choosing appropriate learning activities.		

Uses resources effectively, including technology, to enhance student learning (OSTP 4.7) (NAEYC 4b)			
Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not use resources and technology appropriate to his or her discipline(s).		
Partially Met	The candidate uses resources and technology appropriate to his or her discipline(s) to enhance student learning.		
Met	The candidate uses resources and technology appropriate to his or her discipline(s) to enhance student learning and supports student use of technology.		

Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students (NAEYC Using Developmentally Effective Approaches to Connect with Children & Families 4a-4d)

Creates a classroom environment that is respectful, supportive and caring (OSTP 5.1) (NAEYC 4a & 4c)			
Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate caring and respect in his or her interactions with all students and does not establish classroom environment that is respectful and supportive.		
Partially Met	The candidate demonstrates limited caring and respect in his or her interactions with all students and establishes a classroom environment that is moderately respectful and supportive.		
Met	The candidate demonstrates caring and respect in his or her interactions with all students, establishes a classroom environment that is respectful and supportive, and promotes positive relationships, cooperation, and collaboration among students.		

Creates a classroom environment that is physically and emotionally safe (OSTP 5.2) (NAEYC 4a & 4b)			
Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not establish rules for classroom management and does not respond appropriately to behavior (positive or negative) within or outside the classroom.		
Partially Met	The candidate establishes rules for classroom management and demonstrates limited ability to respond to behavior (positive or negative) within or outside the classroom appropriately.		
Met	The candidate establishes rules for classroom management, demonstrates an ability to respond to behavior (positive or negative) within or outside the classroom appropriately, enforces age-appropriate expectations for behavior within and outside the classroom, and makes standards of conduct clear.		

Motivates students to work productively and assumes responsibility for their own learning (OSTP 5.3) (NAEYC 4c & 4d)			
Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not identify strategies to increase student motivation and interest in topics of study.		
Partially Met	The candidate identifies strategies to increase student motivation and interest in topics of study but does not apply them during instruction.		
Met	The candidate identifies strategies to increase student motivation and interest in topics of study, applies them during instruction to foster student curiosity, and recognizes student success.		

Creates learning situations in which students work independently, collaboratively and/or as a whole class (OSTP 5.4) (NAEYC 4c)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not create learning situations in which students work independently, collaboratively, or as a whole class.		
Partially Met	The candidate creates learning situations in which students may work (1) independently, (2) collaboratively, or (3) as a whole class, but not all three.		
Met	The candidate creates learning situations in which students work (1) independently, (2) collaboratively, <i>and</i> (3) as a whole class.		

Maintains an environment that is conducive to learning for all students (OSTP 5.5) (NAEYC 4d)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not maintain an ordered, productive environment.		
Partially Met	The candidate maintains an environment which is mostly productive (for example, the day may start disorderly, but improves), demonstrates an ability to use time moderately effectively, and demonstrates a basic routine.		
Met	The candidate maintains an environment which is consistently productive, is prepared to teach, demonstrates an ability to use time effectively, and establishes and maintains a routine conducive to student learning.		

Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning (NAEYC 6 Becoming Professional & NAEYC Standard 2 Building Family and Community Relationships)

Uses clear, correct, and effective written and spoken language (OSTP 6.1) (NAEYC 6c, 2b & 2c)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not communicate (in written and oral form) clearly with students.		
Partially Met	The candidate communicates clearly with students (in written and oral form) a majority of the time, but does not listen effectively.		
Met	The candidate communicates clearly with students (in written and oral form) a majority of the time and is an effective listener.		

Please describe evidence for Standard 6: Collaboration

- The candidate shares responsibility with parents and caregivers to support student learning, emotional and physical development and mental health (6.2).
- The candidate collaborates effectively with other teachers, administrators and school and district staff (6.3).
- The candidate collaborates effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning (6.4).

Standard 7: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community (NAEYC Standard 6: Becoming a Professional)

Please describe evidence for Standard 7: Growth, Performance, and Involvement

- The candidate understands, upholds and follows professional ethics, policies and legal codes of professional conduct. (NAEYC 6a & 6b)
- The candidate takes responsibility for engaging in continuous, purposeful professional development. (NAEYC 6c)
- The candidate is an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement. (NAEYC 6d & 6e)

Overall Comments

- Cooperating Teacher Comments

- University Supervisor Comments

Kent State University Teacher Education

Revised 3-4-2011

Rating: Not observed; Needs improvement; Acceptable

Professional Dispositions: Professional attitudes, values, and beliefs, demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, faculty, and communities. These positive behaviors support student learning and development. We expect educators to demonstrate:

- _Fairness in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner
 - _Belief that all students can learn
 - _Responsibility
 - _Professionalism
1. Strives to create a safe environment to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner, based on the belief that all students will achieve to their full potential.
 2. . Demonstrates discretion when discussing students, peers, faculty, school/center by not participating in disparaging conversations and/or works to diffuse such language.
 3. Establishes and maintains respectful and professional collaborative relationships with others.
 4. Displays open mindedness, flexibility, and willingness to learn from others whose perspectives differ.
 5. Respects and protects differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, ability, language, political and religious orientation, sexual orientation, appearance and geographical area.
 6. Consistently demonstrates initiative, interest in and enthusiasm for teaching and learning.
 7. Accepts constructive criticism and adjusts behavior accordingly.
 8. Is disposed toward inquiry, problem-solving, and reflection as demonstrated in meaningful and appropriate discussions.

9. Accepts and fulfills responsibility for decisions and actions.
10. Projects an appropriate professional appearance and demeanor in professional settings.
11. Demonstrates organizational skills.
12. Follows attendance policies for class and field experience/students teaching, including punctuality.
13. Prepares for class and field experience/student teaching and completes work in a timely manner.
14. Works with students and their families in appropriate ways
15. Demonstrates appropriate and culturally sensitive verbal and nonverbal communication.
16. Understands and maintains confidentiality related to student records, personal family information, and student ability/disability in educational programming in order to protect the child's and family's privacy, unless disclosure serves a professionally compelling purpose or is required by law.
17. Obtains and uses audio recording, video recording, and still images of minors solely for course-related purposes only after having obtained written consent from the parent/guardian and the school/center. At all times, the educator protects the identities of individuals portrayed, never engaging in the public sharing of any digital images on social media sites, in public or private discourse, or for personal gain without explicit parent/guardian and school/center permission.
18. Observes all federal, state, local, and school board mandates, policies, and procedures pertinent to the teaching profession.
19. Understand, upholds, and follows professional ethics, policies and legal codes of professional conduct.

Cooperating Teacher Evaluation of University Supervisor

Thank you for your feedback. Your response will be anonymous.
This evaluation will be made available to supervisors after the semester is completed.

Supervisor Name: _____

Program Area: _____ Semester/Year: _____

Key: A = Agree B = Tend to Agree C = Tend to Disagree D = Disagree E = Not Applicable

 KENT STATE
UNIVERSITY

SAMPLE

THE UNIVERSITY SUPERVISOR:	Circle One				
1. Was knowledgeable and current in area of supervision.	A	B	C	D	E
2. Was courteous and responsive in all aspects of our relationship.	A	B	C	D	E
3. Was an enthusiastic and reassuring representative of Kent State University and the College of Education, Health and Human Services.	A	B	C	D	E
4. Made me feel that he/she was available and willing if and when I wanted to confer with them.	A	B	C	D	E
5. Impressed me as being competent to handle any matters, including problems that might arise regarding student teaching.	A	B	C	D	E
6. Made clear his/her role and the nature of his/her intended contribution to the student teaching situation.	A	B	C	D	E
7. Was sincerely attentive to the particular concerns of my situation.	A	B	C	D	E
8. Aided me in defining my tasks as a cooperating teacher and helped me to feel competent and comfortable in the role.	A	B	C	D	E
9. Provided appropriate observation, analysis, and assessment materials for use in guiding the student teacher.	A	B	C	D	E
10. Made informed and helpful comments and suggestions in our conferences.	A	B	C	D	E
11. Followed through with proposed course of action.	A	B	C	D	E
12. Supervised the student teacher regularly.	A	B	C	D	E

COMMENTS:

Vacca Office of Student Services
Clinical Experience – 304 White Hall
Kent, OH 44242

Student Teacher Evaluation of University Supervisor

Your responses will be anonymous. Results and comments for this evaluation will be made available to supervisors after the semester is completed.

Supervisor Name: _____

Program Area: _____ Semester/Year: _____

Key: A = Agree B = Tend to Agree C = Tend to Disagree D = Disagree E = Not Applicable

 KENT STATE
UNIVERSITY

SAMPLE

THE UNIVERSITY SUPERVISOR:	Circle One				
1. Made his/her role clear in relation to me.	A	B	C	D	E
2. Was sincerely interested in me as a person and fellow professional.	A	B	C	D	E
3. Helped me to adjust to my role as a student teacher.	A	B	C	D	E
4. Facilitated communication between me and the cooperating teacher, when needed.	A	B	C	D	E
5. Kept appointments and made me feel they were available if/when I wanted to confer with them.	A	B	C	D	E
6. Observed my teaching performance regularly.	A	B	C	D	E
7. Met with me regularly to provide feedback on my teaching performance.	A	B	C	D	E
8. Made specific suggestions to improve my teaching methods and strategies.	A	B	C	D	E
9. Encouraged self-assessment of my teaching skills and supported my building self-confidence.	A	B	C	D	E
10. Impressed me as being capable of dealing with my concerns.	A	B	C	D	E

COMMENTS:

Vacca Office of Student Services
Clinical Experience – 304 White Hall
Kent, OH 44242



Permission for Photographs/Videotapes/Audiotapes of Children (non-TPA)

Student Teacher Name: _____

Email Address: _____ Phone No.: _____

Student's Name: _____ School: _____

Teacher's Name: _____

Name of Parent(s)/Guardian(s): _____

=====

Dear Parent(s)/Guardian(s) of _____:

I am in the _____ program at Kent State University. One of the requirements for my coursework is to document my work in the classroom.

I would like to work with your child this semester and document our work through photographing, videotaping and/or audiotaping, when necessary. Please review this permission form, and if you agree, sign and return the form to me.

The photographs and/or tapes will not be used in any publication or other public usage such as posters, advertising, or other media. All tapes, prints, and/or negatives will be destroyed after the purpose for the photographing and/or taping has been completed except for personal portfolio use.

If you have any further questions about the requirements, you may contact my course instructor, _____ at _____.

_____ Yes, I give permission for my child to participate in this work.

_____ No, I do not give permission for my child to participate in this work.

_____ Please return any photographs, negatives and/or tapes to me.

Parent/Guardian Signature

Date

Student Teacher Signature

Date

Cooperating Teacher Signature

Date



Student Teacher Absence Form

This form must be completed and signed by the student teacher, the cooperating teacher, and the university supervisor. The university supervisor will return this form to the **Vacca Office of Student Services, 304 White Hall, Kent State University, Kent, OH 44242.**

Student Teacher: _____ Date: _____

District: _____ School: _____

Student teacher was absent from _____ to _____

Total school days missed: _____

Total school days missed for the student teaching term: _____

Reason for absence: _____

(Signature of Student Teacher) Date: _____

(Signature of Cooperating Teacher) Date: _____

(Signature of University Supervisor) Date: _____



Dear Parent/Guardian:

As a student teacher in your child's classroom, I will be evaluated using the Teacher Performance Assessment (edTPA), an instrument that is currently being developed for use in Ohio and other states. The primary purpose of this assessment is to develop a valid and reliable assessment that can measure the performance of future teachers and lead to improvement of the programs that prepare them.

Although the purpose of the assessment is to evaluate my teaching, the project will include short video recordings of lessons taught in your child's class, as well as samples of student work. In the course of taping, with your permission, your child may appear on the video recordings. If you choose not to give your permission, then your child will still participate in the classroom instruction as usual. S/He will just be seated out of camera range. Also, I will submit anonymous samples of student work as evidence of teaching practice, and that work may include some of your child's work, with permission.

The video recordings and student work will be used solely for purposes of evaluating my instruction and for improving teacher preparation programs. The only people who see them will be teachers at the school and university faculty and supervisors. The recordings and/or student work will not appear on the Internet or in other public settings. Any samples of student work that I collect for this assessment will not contain the student's last name.

Sincerely,

Teacher Candidate
Kent State University



TEACHER PERFORMANCE ASSESSMENT PERMISSION FORM

Student Name _____ School/ Classroom Teacher _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the video and materials submission procedures to be used this semester as part of your student teaching assessment requirement, and agree to the following:

(Please check the appropriate box below)

- ☐ **I DO** give permission to you to video record my child and reproduce materials that my child may produce as he or she participates in a class conducted at

_____ by _____
(Name of school) *(Student teacher name)*

as part of classroom activities. No last names will appear on any materials submitted by the student teacher to his/her teacher preparation program or its agents.

- ☐ **I DO NOT** give permission to you to video record my child or reproduce materials as he or she participates in a class conducted at

_____ by _____

(Name of school) *(Student teacher name)*

Should you not grant permission for us to video record your child, your child will be seated at the back or side of the classroom so that he or she is not visible in the recording. Your child's grade on this lesson will NOT be affected.

- ☐ **I DO** give permission to you to reproduce materials my child may produce; however, **I DO NOT** give permission to you to video record my child as he or she participates in a class conducted at

_____ by _____

(Name of school) *(Student teacher name)*

Should you not grant permission for us to video record your child, your child will be seated at the back or side of the classroom so that he or she is not visible in the recording. No last names will appear on any materials submitted by the student teacher to his or her teacher preparation program or its agents.

Signature of Parent or Guardian

Date

I am the student named above and am more than 18 years of age. I have read and understand the student teacher performance assessment requirements. I understand that my performance is not being evaluated and that my last name will not appear on any materials that may be submitted.

- ☐ I **DO** give permission to you to video record my participation in this class and reproduce materials that I may produce as part of classroom activities.
- ☐ I **DO NOT** give permission to you to video record my participation in this class or to reproduce materials that I may produce as part of classroom activities.
- ☐ I **DO** give permission to you to reproduce materials that I may produce as part of classroom activities but I **DO NOT** give permission to you to video record my participation in this class.

Signature of Student

Date

Please return form to me by_____ .



Permission for Photographs/Videotapes/Audiotapes of Children

Teacher Candidate Name: _____

Email Address: _____ **Phone No.:** _____

Student's Name: _____ **School:** _____

Teacher's Name: _____

Name of Parent(s)/Guardian(s): _____

Dear Parent(s)/Guardian(s) of _____:

I am in the _____ program at Kent State University. One of the requirements for my coursework is to document my work in the classroom.

I would like to work with your child this semester and document our work through photographing, videotaping and/or audiotaping, when necessary. Please review this permission form, and if you agree, sign and return the form to me.

The photographs and/or tapes will not be used in any publication or other public usage such as posters, advertising, the Internet, or other media. All tapes, prints, and/or negatives will be destroyed after the purpose for the photographing and/or taping has been completed except for personal portfolio use.

If you have any further questions about the requirements, you may contact my course instructor, _____ at _____.

_____ Yes, I give permission for my child to participate in this work.

_____ No, I do not give permission for my child to participate in this work.

_____ Please return any photographs, negatives and/or tapes to me.

Parent/Guardian Signature

Date

Teacher Candidate Signature

Date

Mentor Teacher Signature

Date

Teacher Candidate Absentee Form

This form must be completed and signed by the teacher candidate, the Mentor Teacher, and the university supervisor. The university supervisor will return this form to the Office of Student Services, 304 White Hall, Kent State University, Kent, OH 44242.

Teacher Candidate: _____ Date: _____

District: _____ School: _____

Teacher candidate was absent from _____ to _____

Total school days missed: _____

Total school days missed for the student teaching term: _____

Reason for absence: _____

(Signature of Teacher Candidate) Date: _____

(Signature of Mentor Teacher) Date: _____

(Signature of University Supervisor) Date: _____



Teacher Candidate Professional Development Contract

Teacher Candidate: _____

District: _____ School: _____

Problem Area(s):

SAMPLE

Action Plan (including timeframe):

NOTE: Failure to follow and accomplish this Teacher Candidate Professional Development Contract within the designated timeframe(s) will result in removal from and/or failure of student teaching.

By signing below, I acknowledge reading and understanding this Professional Development Contract.

Teacher Candidate _____ Date _____

Copies of this contract will remain in the Teacher Candidate's file and reviewed with the Teacher Candidate by the designated timeframe(s).

Mentor Teacher _____ Date _____

University Supervisor _____ Date _____

Contract met: _____ yes _____ no Date _____

Mentor Teacher _____

University Supervisor _____

NAEYC Code of Ethical Conduct and Statement of Commitment

A position statement of the National Association for the Education of Young Children

Revised April 2005

Endorsed by the Association for Childhood Education International

Adopted by the National Association for Family Child Care

Preamble

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The Statement of Commitment is not part of the Code but is a personal acknowledgement of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing. (Note: See also the "Code of Ethical Conduct: Supplement for Early Childhood Adult Educators," online at <https://www.naeyc.org/resources/position-statements/ethical-conduct>.)

Core Values

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture,¹ community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

Conceptual Framework

The Code sets forth a framework of professional responsibilities in four sections. Each section

addresses an area of professional relationships: (1) with children, (2) with families, (3) among colleagues, and (4) with the community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that context. The introduction is followed by a set of ideals (I) that reflect exemplary professional practice and a set of principles (P) describing practices that are required, prohibited, or permitted.

The ideals reflect the aspirations of practitioners. The principles guide conduct and assist practitioners in resolving ethical dilemmas.² Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, can provide the basis for conscientious decision making. While the Code provides specific direction for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with professional judgment.

The ideals and principles in this Code present a shared framework of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed and in so doing supports ethical behavior in our work. Practitioners who face situations with ethical dimensions are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

Often, "the right answer"-the best ethical course of action to take-is not obvious. There may be no readily apparent, positive way to handle a situation. When one important value contradicts another, we face an ethical dilemma. When we face a dilemma, it is our professional responsibility to consult the Code and all relevant parties to find the most ethical resolution.

Section I:

Ethical responsibilities to children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children's development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children's self-awareness, competence, self-worth, resiliency, and physical well-being.

Ideals

I-1.1-To be familiar with the knowledge base of early childhood care and education and to stay informed through continuing education and training.

I-1.2-To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.

I-1.3-To recognize and respect the unique qualities, abilities, and potential of each child.

I-1.4-To appreciate the vulnerability of children and their dependence on adults.

I-1.5-To create and maintain safe and healthy settings that foster children's social, emotional, cognitive, and physical development and that respect their dignity and their contributions.

I-1.6-To use assessment instruments and strategies that are appropriate for the children to be assessed, that are used only for the purposes for which they were designed, and that have the potential to benefit children.

I-1.7-To use assessment information to understand and support children's development and learning, to support instruction, and to identify children who may need additional services.

I-1.8-To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.

I-1.9-To advocate for and ensure that all children, including those with special needs, have access

to the support services needed to be successful.

I-1.10-To ensure that each child's culture, language, ethnicity, and family structure are recognized and valued in the program.

I-1.11-To provide all children with experiences in a language that they know, as well as support children in maintaining the use of their home language and in learning English.

I-1.12-To work with families to provide a safe and smooth transition as children and families move from one program to the next.

Principles

P-1.1-Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. This principle has precedence over all others in this Code.

P-1.2-We shall care for and educate children in positive emotional and social environments that are cognitively stimulating and that support each child's culture, language, ethnicity, and family structure.

P-1.3-We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their sex, race, national origin, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families. (Aspects of this principle do not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.4-We shall involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information.

P-1.5-We shall use appropriate assessment systems, which include multiple sources of information, to provide information on children's learning and development.

P-1.6-We shall strive to ensure that decisions such as those related to enrollment, retention, or assignment to special education services, will be based on multiple sources of information and will never be based on a single assessment, such as a test score or a single observation.

P-1.7-We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program. If after such efforts have been exhausted, the current placement does not meet a child's needs, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall collaborate with the child's family and appropriate specialists to determine the additional services needed and/or the placement option(s) most likely to ensure the child's success. (Aspects of this principle may not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.8-We shall be familiar with the risk factors for and symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse and physical, emotional, educational, and medical neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P-1.9-When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral will be or has been made.

P-1.10-When another person tells us of his or her suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action in order to protect the child.

P-1.11-When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

Section II:

Ethical responsibilities to families

Families³ are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development.

Ideals

I-2.1-To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training.

I-2.2-To develop relationships of mutual trust and create partnerships with the families we serve.

I-2.3-To welcome all family members and encourage them to participate in the program.

I-2.4-To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing children.

I-2.5-To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.

I-2.6-To acknowledge families' childrearing values and their right to make decisions for their children.

I-2.7-To share information about each child's education and development with families and to help them understand and appreciate the current knowledge base of the early childhood profession.

I-2.8-To help family members enhance their understanding of their children and support the continuing development of their skills as parents.

I-2.9-To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

Principles

P-2.1-We shall not deny family members access to their child's classroom or program setting unless access is denied by court order or other legal restriction.

P-2.2-We shall inform families of program philosophy, policies, curriculum, assessment system, and personnel qualifications, and explain why we teach as we do-which should be in accordance with our ethical responsibilities to children (see Section I).

P-2.3-We shall inform families of and, when appropriate, involve them in policy decisions.

P-2.4-We shall involve the family in significant decisions affecting their child.

P-2.5-We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have sufficient resources in our own programs.

P-2.6-As families share information with us about their children and families, we shall consider this information to plan and implement the program.

P-2.7-We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used.

P-2.8-We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.

P-2.9-We shall inform the family of injuries and incidents involving their child, of risks such as

exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.

P-2.10-Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.

P-2.11-We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.

P-2.12-We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.13-We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest.

P-2.14-In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.15-We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.

Section III:

Ethical responsibilities to colleagues

In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace.

A-Responsibilities to co-workers

Ideals

I-3A.1-To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.

I-3A.2-To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.

I-3A.3-To support co-workers in meeting their professional needs and in their professional development.

I-3A.4-To accord co-workers due recognition of professional achievement.

Principles

P-3A.1-We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.

P-3A.2-When we have concerns about the professional behavior of a co-worker, we shall first let

that person know of our concern in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.

P-3A.3-We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

P-3A.4-We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

B-Responsibilities to employers

Ideals

I-3B.1-To assist the program in providing the highest quality of service.

I-3B.2-To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or is violating the provisions of this Code.

Principles

P-3B.1 - We shall follow all program policies. When we do not agree with program policies, we shall attempt to effect change through constructive action within the organization.

P-3B.2-We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.

P-3B.3-We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.

P-3B.4-If we have concerns about a colleague's behavior, and children's well-being is not at risk, we may address the concern with that individual. If children are at risk or the situation does not improve after it has been brought to the colleague's attention, we shall report the colleague's unethical or incompetent behavior to an appropriate authority.

P-3B.5-When we have a concern about circumstances or conditions that impact the quality of care and education within the program, we shall inform the program's administration or, when necessary, other appropriate authorities.

C-Responsibilities to employees

Ideals

I-3C.1-To promote safe and healthy working conditions and policies that foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem in staff members.

I-3C.2-To create and maintain a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood care and education.

I-3C.3-To strive to secure adequate and equitable compensation (salary and benefits) for those who work with or on behalf of young children.

I-3C.4-To encourage and support continual development of employees in becoming more skilled and knowledgeable practitioners.

Principles

P-3C.1-In decisions concerning children and programs, we shall draw upon the education, training, experience, and expertise of staff members.

P-3C.2-We shall provide staff members with safe and supportive working conditions that honor confidences and permit them to carry out their responsibilities through fair performance

evaluation, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3-We shall develop and maintain comprehensive written personnel policies that define program standards. These policies shall be given to new staff members and shall be available and easily accessible for review by all staff members.

P-3C.4-We shall inform employees whose performance does not meet program expectations of areas of concern and, when possible, assist in improving their performance.

P-3C.5-We shall conduct employee dismissals for just cause, in accordance with all applicable laws and regulations. We shall inform employees who are dismissed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6-In making evaluations and recommendations, we shall make judgments based on fact and relevant to the interests of children and programs.

P-3C.7-We shall make hiring, retention, termination, and promotion decisions based solely on a person's competence, record of accomplishment, ability to carry out the responsibilities of the position, and professional preparation specific to the developmental levels of children in his/her care.

P-3C.8-We shall not make hiring, retention, termination, and promotion decisions based on an individual's sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation. We shall be familiar with and observe laws and regulations that pertain to employment discrimination. (Aspects of this principle do not apply to programs that have a lawful mandate to determine eligibility based on one or more of the criteria identified above.)

P-3C.9-We shall maintain confidentiality in dealing with issues related to an employee's job performance and shall respect an employee's right to privacy regarding personal issues.

Section IV:

Ethical responsibilities to community and society

Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.

As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in the larger community and to serve as a voice for young children everywhere.

The ideals and principles in this section are presented to distinguish between those that pertain to the work of the individual early childhood educator and those that more typically are engaged in collectively on behalf of the best interests of children-with the understanding that individual early childhood educators have a shared responsibility for addressing the ideals and principles that are identified as "collective."

Ideal (Individual)

1-4.1-To provide the community with high-quality early childhood care and education programs and services.

Ideals (Collective)

I-4.2-To promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.

I-4.3-To work through education, research, and advocacy toward an environmentally safe world in which all children receive health care, food, and shelter; are nurtured; and live free from violence in their home and their communities.

I-4.4-To work through education, research, and advocacy toward a society in which all young children have access to high-quality early care and education programs.

I-4.5-To work to ensure that appropriate assessment systems, which include multiple sources of information, are used for purposes that benefit children.

I-4.6-To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children's rights and greater social acceptance of responsibility for the well-being of all children.

I-4.7-To support policies and laws that promote the well-being of children and families, and to work to change those that impair their well-being. To participate in developing policies and laws that are needed, and to cooperate with other individuals and groups in these efforts.

I-4.8-To further the professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

Principles (Individual)

P-4.1-We shall communicate openly and truthfully about the nature and extent of services that we provide.

P-4.2-We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

P-4.3-We shall carefully check references and shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.

P-4.4-We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.5-We shall be knowledgeable about the appropriate use of assessment strategies and instruments and interpret results accurately to families.

P-4.6-We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed.

P-4.7-When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

P-4.8-We shall not participate in practices that are in violation of laws and regulations that protect the children in our programs.

P-4.9-When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10-When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

Principles (Collective)

P-4.11-When policies are enacted for purposes that do not benefit children, we have a collective responsibility to work to change these practices.

P-4-12-When we have evidence that an agency that provides services intended to ensure children's well-being is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public. We shall be vigilant in our follow-up until the situation is resolved.

P-4.13-When a child protection agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward the improvement of these services.

Glossary of Terms Related to Ethics

Code of Ethics	Defines the core values of the field and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work.
Values	Qualities or principles that individuals believe to be desirable or worthwhile and that they prize for themselves, for others, and for the world in which they live.
Core Values	Commitments held by a profession that are consciously and knowingly embraced by its practitioners because they make a contribution to society. There is a difference between personal values and the core values of a profession.
Morality	Peoples' views of what is good, right, and proper; their beliefs about their obligations; and their ideas about how they should behave.
Ethics	The study of right and wrong, or duty and obligation, that involves critical reflection on morality and the ability to make choices between values and the examination of the moral dimensions of relationships.
Professional Ethics	The moral commitments of a profession that involve moral reflection that extends and enhances the personal morality practitioners bring to their work, that concern actions of right and wrong in the workplace, and that help individuals resolve moral dilemmas they encounter in their work.
Ethical Responsibilities	Behaviors that one must or must not engage in. Ethical responsibilities are clear-cut and are spelled out in the Code of Ethical Conduct (for example, early childhood educators should never share confidential information about a child or family with a person who has no legitimate need for knowing).
Ethical Dilemma	A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

Sources for Glossary Terms and Definitions

Feeney, S., & N. Freeman. 1999. *Ethics and the early childhood educator: Using the NAEYC code*. Washington, DC: NAEYC.

Kidder, R.M. 1995. *How good people make tough choices: Resolving the dilemmas of ethical living*. New York: Fireside.

Kipnis, K. 1987. How to discuss professional ethics. *Young Children* 42 (4): 26-30.

The National Association for the Education of Young Children ("NAEYC") is a nonprofit corporation, tax exempt under Section 501(c)(3) of the Internal Revenue Code, dedicated to acting on behalf of the needs and interests of young children. The NAEYC Code of Ethical Conduct ("Code") has been developed in furtherance of NAEYC's nonprofit and tax exempt purposes. The information contained in the Code is intended to provide early childhood educators with guidelines for working with children from birth through age 8. Use, reference to, or review of the Code does not guarantee compliance with NAEYC Early Childhood Program Standards and Accreditation Performance Criteria and program accreditation procedures. It is recommended that the Code be used as guidance in connection with implementation of the NAEYC Program Standards, but such use is not a substitute for diligent review and application of the NAEYC Program Standards.

NAEYC has taken reasonable measures to develop the Code in a fair, reasonable, open, unbiased, and objective manner, based on currently available data. However, further research or developments may change the current state of knowledge. Neither NAEYC nor its officers, directors, members, employees, or agents will be liable for any loss, damage, or claim with respect to any liabilities, including direct, special, indirect, or consequential damages incurred in connection with the Code or reliance on the information presented.

Statement of Commitment⁴

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.

- Honor the ideals and principles of the NAEYC Code of Ethical Conduct

¹ Culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

² There is not necessarily a corresponding principle for each ideal.

³ The term family may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.

⁴ This Statement of Commitment is not part of the Code but is a personal acknowledgement of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

This statement may be purchased as a brochure, and the Statement of Commitment is available as a poster suitable for framing. See our catalog for ordering information.



Child&FamilyWebGuide

rates this site



© National Association for the Education of Young Children —Promoting excellence in early childhood education

1313 L St. N.W. Suite 500, Washington DC 20005 (202) 232-8777 || (800) 424-2460 || <https://www.naeyc.org/about-us/contact-us>

EXCERPT FROM THE UNDERGRADUATE CATALOG

Interruption of Progress Toward Completion Of Advanced Study Coursework

Students who do not satisfactorily complete 12 semester hours at Kent State University in two calendar years must satisfy the requirements of the most recent Catalog. Please be aware that selective admission programs may require reapplication if postponing advanced study coursework or if withdrawn for one year or more.

Personal-Professional Characteristics

Professional dispositions are values, commitments and professional ethics that influence behavior toward students, families, colleagues and communities. Learning to become a professional is far more complex than merely completing a sequence of college courses. A major component of professional teacher education (in both the Kent State classroom and field-based setting), thus, includes the development of professionalism, personal qualities and work ethic.

Professionalism refers to a commitment to working with a diversity of children, youth and their families in appropriate ways to foster student learning. Professionalism includes treating others fairly and respectfully. It means being open to a variety of learning situations, maintaining confidentiality, aspiring to high ethical standards and making professional judgments that are grounded in research-based theory and practice. It means projecting an appearance and demeanor appropriate to professional settings while in those settings.

Personal qualities related to professionalism include approaching situations with a sense of inquiry, seeking leadership opportunities in the classroom, accepting responsibility, using discretion in self-disclosure, actively engaging with others to promote learning and being willing to work with a diversity of learners. It also means the ability to work collegially with others. Work ethic is evidenced by attendance, punctuality, timely completion of work and observance of policies and procedures.

The College of Education, Health and Human Services has developed a process by which teacher candidates receive regular feedback on their dispositions and an opportunity to show growth in areas that are considered important to teaching. Assessment of student professionalism will be used in making decisions about student progress throughout a teacher education program, including admission to advanced study and student teaching, completion of student teaching and recommendation for licensure.

Due Process

Procedures have been established so that students who wish to appeal an academic decision may do so. Any formal appeal must be initiated in writing through the appropriate department chairperson or school director. If satisfaction is not obtained at the department or school level, appeals are reviewed by the associate dean for undergraduate student services. For more information, please see policy number 3342-8-06 of the University Policy Register (administrative policy and procedures for student complaints). The Kent State University ombuds is available to students who wish to obtain further information regarding academic appeals procedures. The Office of the Ombuds is located in 250 Kent Student Center, 330-672-9494.

I, _____, HAVE READ AND UNDERSTAND THE
CONTENTS OF THIS HANDBOOK. IT IS MY RESPONSIBILITY TO USE THE COLLEGE
AND UNIVERISTY WEBSITES TO REMAIN UP-TO-DATE ON POLICY OR
PROCEDURAL CHANGES. _____ (DATE)

PRINT THIS PAGE, SIGN IT, AND BRING IT TO THE BLOCK I ORIENTATION.