

Walsh University

Division of Education

Clinical Practice Handbook



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Dear Teacher Candidates:

The Clinical Practice is the culminating experience that education candidates complete in their preparation for licensure. Clinical Practice enables candidates to apply educational theory and to practice connections that successful educators must make.

At Walsh University, we view Clinical Practice as a cooperative endeavor. The University seeks the best possible placement for candidates. In doing so, the University relies on the cooperation and resources of local school systems. The local school systems provide not only the learners and classrooms, but also the expertise of the professional educators who take on the mentoring roles of cooperating teachers. This is a unique and critical partnership between cooperating teacher and teacher candidate that is nurtured by trust, encouragement, sacrifice, and dedication.

The purpose of this handbook is to present the Walsh University Clinical Practice policies and to provide guidelines for all involved. Thus, this handbook provides a common frame of reference for cooperating teachers, teacher candidates, and university supervisors. The willingness of school districts and practicing professionals to share in the responsibility of preparing future teachers is truly appreciated by the Division of Education.

I want to congratulate you as you enter this important stage in your professional journey. In one sense, Clinical Practice might seem like an end; it is the culmination of rigorous coursework, abundant field experiences, multiple opportunities to apply your knowledge and skills with diverse learners, and reflections of your personal growth.

In another sense, Clinical Practice is an essential beginning for you as a professional. I encourage you to immerse yourself in your Clinical Practice and use this time to deepen your understanding of the teaching and learning process and the value of collaboration. To help you begin this stage of your professional journey and embrace this student teaching experience, I ask you to do the following: apply best practice and standards-based instruction at all times; re-read our division's Conceptual Framework during the next weeks and reflect on its three tenets:

- ***All candidates will model respect for individuals and pursue excellence--in the Judeo-Christian tradition that honors both reason and faith***
- ***All candidates will respect and serve diverse learners***
- ***All candidates will embrace and engage in service learning***

On behalf of our Division of Education faculty and staff, I wish you a very successful semester.

Sincerely,

Dr. Jeannie DeFazio
Chair, Division of Education
Walsh University

INTRODUCTION

HISTORY OF WALSH UNIVERSITY

When the **Brothers of Christian Instruction** stood in a farmer's field at the corner of North Market and Easton in North Canton, Ohio, they formed a vision - a vision to turn fifty acres of alfalfa into a college campus. This vision lay on a foundation of faith, courage and selfless hard work.

That vision was realized on November 17, 1960, when the seven founding Brothers, comprising the entire faculty, welcomed the incoming class of sixty-seven "gentlemen" to, then, Walsh College. The school was named after the Bishop of the Youngstown Diocese at the time, Most Reverend Emmet Walsh. Br. Farrell (Walsh University's first president) stood on the steps and gave the group a pep talk to the inaugural class.

Apparently, construction delays and final charter approval by the Ohio Board of Regents forced a late start for classes, and students would be required to double up on their credit hours to complete the fall semester on time.

Staff support at the time came from a full-time custodian and a part-time secretary. Two structures, a residence for the Brothers (La Mennais Hall) and an academic building (Farrell Hall), stood on the bare campus. The parking lot flooded whenever it rained, and boards were used to cover muddy walkways (quite a contrast to the present 22 buildings and nearly 300 faculty and staff led by Walsh's sixth president, Richard Jusseume.)

At first, Walsh offered a liberal arts curriculum with majors in secondary education and business administration, as well as pre-professional programs in dentistry, medicine and law.

Today, Walsh's 2,800 students can select from more than 50 undergraduate majors and seven graduate degrees including a doctorate of physical therapy and a doctorate of nursing practice.

This wonderful Catholic higher-education resource has continued to grow and prosper for more than 50 years because the Brothers of Christian Instruction, and those who have built on their efforts, had a vision - a vision that built Walsh University.



Walsh's Founding Brothers, 1960 - (seated, left to right) - Dacian J. Barrette (Business Manager), Thomas S. Farrell (President) and Henry J. Vannasse (standing from left) - Edmond Drouin (librarian), Paul E. Masse, Robert A. Francoeur (Academic Dean), and Alexis Guilbault

OVERVIEW OF WALSH UNIVERSITY

For nearly 3000 students from 15 states and 24 countries, the search for the right college has led them to Walsh University. Here, on the 136-acre main campus and satellite campuses in Akron; Medina; Canfield; Kisubi, Uganda; and just outside of Rome, Italy, they have found that learning transcends the classroom, caring faculty help students aim higher, and leadership requires more than intellect. As an independent, Catholic university, we encourage individuals to act in accordance with reason guided by the example and teachings of Jesus Christ. Our aim is to develop students' mind, body and spirit – this is Walsh's distinguished tradition and the heart of its appeal.


Word about Walsh's unique character and feel, together with its 53 undergraduate majors, 7 graduate programs, award-winning athletics and vibrant student life, is spreading fast.

With outstanding academic facilities, chapel and residence halls, a new health and wellness complex, and unique programs in areas such as bioinformatics and museum studies, students have a wide variety of options to make their mark at Walsh University.


In his call to Catholic higher education, *Ex Corde Ecclesiae*, Pope John Paul II said the objective of a Catholic University is to assure in an institutional manner the Christian manner in the university world confronting the great problems of society and culture. Walsh University does just that. As a Catholic University welcoming students of all faiths, Walsh continues to pursue its enduring mission: the creation of leaders through service to others. Volunteer work is not simply encouraged; it is required as part of the university's core curriculum. Walsh students build homes for Habitat for Humanity, tutor and mentor school children, prepare taxes for low-income families, distribute meals, and perform missionary work around the world.

While students' involvement in communities here and abroad takes many forms, every service experience imparts important life lessons that build character and leadership. They help to make Jesus Christ known wherever they go.

WALSH UNIVERSITY ---The Foundation Upon Which Our Division Is Built

<p>Walsh University's Mission is:</p> 	<p>Walsh University is an independent, coeducational, Catholic, liberal arts and sciences Institution. Founded by the Brothers of Christian Instruction, Walsh University is dedicated to educating its students to become leaders in service to others through a values-based education with an international perspective in the Judeo-Christian tradition.</p> <p><i>Walsh University believes in the desirability of a small university that promotes academic excellence, a diverse community, and close student-teacher interactions. The university provides its students a higher education that fosters critical thinking, effective communication, spiritual growth, and personal, professional, and cultural development. Walsh University encourages individuals to act in accordance with reason guided by the example and teachings of Jesus Christ.</i></p>
<p>Walsh University's Vision is:</p>	<p>Walsh University is committed to being a Catholic University of Distinction, providing each student the educational experiences, resources, and opportunities necessary to foster critical thinking, effective communication, spiritual growth, and personal, professional, and cultural development. The university encourages individuals to act in accordance with reason guided by the example and teachings of Jesus Christ.</p>

THE DIVISION OF EDUCATION----Who We Are And What We Believe

<p>Our <u>Mission</u> is:</p>	<p>Guided by the vision of the Brothers of Christian Instruction, the Division of Education develops educators who serve all learners with a willing spirit in a global society.</p>	
<p>Our <u>Vision</u> is:</p>	<p>The unit's vision is coherent with the "theology of education" of the Brothers of Christian Instruction—a calling to educate the whole person for the common good, to make special effort to reach those who might not have the chance, and to strive to be models of virtue—practical, intellectual, moral, and spiritual.</p>	
<p>Our <u>Philosophy</u> is:</p> 	<p>Three rings stand at the core of all programs and activities of the Division of Education. Faculty, staff, and candidates examine and apply the Judeo-Christian Tradition in their developing professional roles, embrace Diversity through cultural responsiveness, and engage in Service Learning. These tenets come together in the division's overarching purpose as Connecting Communities and are evident in the unit's programs and candidates' proficiencies.</p>	
<p>Our <u>Purpose</u> is:</p>	<p>The purpose of the unit is to nurture candidates as they develop their personhood in a balanced, supportive and integrated process that empowers them to serve students in and out of the classroom with a vocational calling.</p>	
<p>Our <u>Goals and Expectations</u> for Candidates are:</p>	<p style="text-align: center;">Initial Programs :</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of student learning and development and respect diversity 2. Apply knowledge in the content area for which they have instructional responsibility 3. Create and apply varied assessments to inform instruction, evaluate, and ensure student learning 4. Plan and deliver effective instruction that advances the learning of each individual student 5. Implement learning environments that promote high levels of learning and achievement 6. Collaborate and communicate with other educators, administrators, students, and parents and the community to support student learning 7. Demonstrate professionalism through assuming responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community 	<p style="text-align: center;">Advanced Programs:</p> <ol style="list-style-type: none"> 1. Critique research and theories related to pedagogy, learning, and leadership 2. Create intervention and teaching strategies, based on research and literature in the field, to meet the needs of all learners. 3. Construct appropriate education artifacts reflecting best practices relative to 21st Century Skills. 4. Analyze current professional teaching, leadership, and learning practices to determine those most appropriate for application. 5. Use data to make decisions and inform their teaching and /or leadership practice in a transformative learning environment
<p>Our <u>Candidate Dispositions</u> are:</p>	<p>The Division of Education defines those qualities which characterize educators who are committed to serving all learners. These dispositions are:</p> <ul style="list-style-type: none"> Fairness to all students A belief that all students can learn Commitment to the success of all students Enthusiasm for teaching and learning, and Service to others with a willing spirit. 	

NATIONAL ACCREDITATION

Walsh's Teacher Preparation Program is accredited by the national Council for the Accreditation of Educator Preparation (CAEP).

EDUCATION LICENSURE PROGRAMS AND SPECIALIZED PROFESSIONAL ASSOCIATIONS

Each licensure program offered through the Division of Education is also nationally accredited by its Specialized Professional Association (SPA) which creates teaching standards for specific content areas and grade levels. These national organizations represent teachers, professional education faculty, and other school personnel who teach a specific subject matter (i.e., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (i.e., special education). For further information about SPAs, consult the CAEP website, www.caepnet.org. The following are the education licensure programs and respective SPA accreditation offered by the Division of Education at Walsh University:

List of Undergraduate Licensure Programs and SPAs

- **Adolescence to Young Adult Life Science Program**
Teaching learners in grades 7-12
Nationally Recognized by NSTA – National Science Teachers Association
- **Adolescence to Young Adult Integrated Language Arts Program**
Teaching learners in grades 7-12
Nationally Recognized by NCTE – National Council of Teachers of English
- **Adolescence to Young Adult Integrated Mathematics Program**
Teaching learners in grades 7-12
Nationally Recognized by NCTM – National Council of Teacher of Mathematics
- **Adolescence to Young Adult Integrated Science Program**
Teaching learners in grades 7-12
Nationally Recognized by NSTA – National Science Teachers Association
- **Adolescence to Young Adult Integrated Social Studies Program**
Teaching learners in grades 7-12
Nationally Recognized by NCSS – National Council for the Social Studies
- **Early Childhood Education Program**
Teaching learners in grades Pre-Kindergarten-5 who are typically developing, at-risk, gifted, and who have mild/moderate educational needs
Nationally Recognized by NAEYC – National Association for the Education of Young Children
- **Early Childhood Intervention Specialist with Moderate/Intensive Intervention Program**
Teaching learners with moderate/intensive needs in grades Pre-Kindergarten-5
Nationally Recognized by CEC – Council for Exceptional Children
- **Intervention Specialist with Mild/Moderate Intervention and Reading Endorsement Program**
Teaching learners with mild/moderate educational needs in grades K-12
Nationally Recognized by CEC – Council for Exceptional Children

- **Intervention Specialist with Moderate/Severe Intervention and Reading Endorsement Program**
Teaching learners with moderate/intensive educational needs in grades K-12
Nationally Recognized by CEC – Council for Exceptional Children
- **Multi-Age Physical Education Program**
A multi-age (K-12) licensure program for those teaching physical education
Nationally Recognized by NASPE - National Association for Sport and Physical Education
- **Middle Childhood Education Program**
Teaching in grades 4-9 with concentrations in two of the following subject areas:
Language Arts, Mathematics, Science, Social Studies
Nationally Recognized by AMLE – Association for Middle Level Education

Licensure Endorsements

The coursework for these licensure endorsement programs are offered by Walsh University:

- K-12 Reading (starting January 1, 2015, this endorsement will become a graduate-level program only)
- Middle Childhood Generalist Endorsements (grades 4-6) Language Arts, Mathematics, Science, and Social Studies
- Early Childhood 4th and 5th Grade Endorsement (after completion of Early Childhood license)

PART I: CLINICAL EXPERIENCE OVERVIEW

DEFINITION OF TERMS

Student Teaching will be referred to as Clinical Practice or the Clinical Semester.

Student Teacher will be referred to as the Candidate or the Teacher Candidate.

COORDINATION OF CLINICAL EXPERIENCE

The clinical semester is coordinated by the Office of Field and Clinical Placements in the Division of Education. Anyone involved in the clinical experience (candidates, clinical faculty, university supervisors, principals, etc.) should never hesitate to contact this office at 330-490-7421, if you have questions or concerns.

REQUIREMENTS TO ENTER CLINICAL EXPERIENCE

Transition Point #3: Entry into Pre-Clinical Practice

Transition Point #4: Entry into Clinical Practice

Application for acceptance to pre-clinical/clinical practice program is made the semester prior to pre-clinical practice. Applicants are audited to be certain they are eligible for pre-student teaching. Placements are coordinated by the Office of Field and Clinical Placements with local school districts and are generally made in Stark and surrounding counties. The following specific requirements must be satisfied:

Pre-Clinical (Pre-Student Teaching)

- 2.7 GPA, overall and in education content coursework
- Clearance by the Coordinator of Licensure (audit sheet)
- Clearance by the Coordinator of Field and Clinical Placements

- Current, clear BCI&I and FBI Background checks

Note: The Division highly recommends candidates begin taking the required Ohio Assessments for Educator (OAE) licensure tests during the pre-clinical semester.

Clinical (Student Teaching)

- 2.7 GPA, overall and in education content coursework
- Clearance by the Coordinator of Licensure (audit sheet)
- Clearance by the Coordinator of Field and Clinical Placements- must pass Pre-Student Teaching
- Current, clear BCI&I and FBI Background checks
- Note: The Division highly recommends candidates complete all required Ohio Assessments for Educator (OAE) licensure tests prior to, or at the latest, during the clinical semester.

PURPOSE OF CLINICAL EXPERIENCE

Probably the most valuable experience offered to a teacher candidate is the opportunity to work cooperatively with an effective classroom teacher and building principal. In doing so, the candidate gains real insight into the teaching/learning process. Candidates at Walsh University have experienced numerous hours in the classroom prior to the clinical experience allowing them the opportunity to develop and refine their teaching skills. Each candidate in the clinical experience must be a full-time Walsh University student.

STRUCTURE OF CLINICAL EXPERIENCE

Candidates in the Division of Education at Walsh University participate in 2 clinical semesters: pre-student teaching followed by student teaching. The goal is to make the pre-student teaching semester the opportunity for candidates to become familiar with their assigned clinical faculty, the students, and the school/district culture which should allow them to begin the clinical semester in a professional, confident way. This handbook will focus only on the clinical (student teaching) semester.

Because the clinical experience is a cooperative venture between the school districts and Walsh University and because the Ohio Department of Education mandates varying guidelines and requirements for licensure, every effort has been taken to find the appropriate placement for each candidate in conjunction with the partnering school district.

Some teacher candidates may be placed in one school (single placement) and work with one clinical faculty for the entire semester; other teacher candidates may work with more than one classroom/district and two or more cooperating teachers (dual placement).

Teacher candidates will not normally be placed in a district where they attended school or where their children attend school. This policy is vital to provide fair and objective assessments of each teacher candidate's performance and to not place a teacher or administrator in a possible awkward position.

The teacher candidate is expected to follow the cooperating teacher's workday schedule and responsibilities. The teacher candidate's day begins before the students arrive and concludes only after the students are safely on the bus and planning for the following day is completed. Teacher candidates should not let any other extraneous activities interfere with this schedule.

SEMINAR COURSE

The clinical experience consists of the clinical practice (student teaching) and a seminar course. The seminar course is an extension of the clinical experience where candidates can openly discuss various topics, problems, concerns, and successes. Assignments have been prepared that will assist the

candidates in their understanding of the RESA (Resident Educator Summative Assessment) requirements. Another main purpose of the seminar class is to prepare candidates for employment (mock interview). Candidates will also continue to add to the electronic portfolio they have developed throughout the teacher preparation program at Walsh. **Seminar attendance is mandatory even if the candidate's assigned district is on holiday or break.** The cooperating teacher should understand that on Tuesdays, the candidate is required to attend a seminar class from 4:00 p.m.-6:00 pm, as scheduled as well as participate in online assignments and class participation. The seminar instructors realize there could be times when the candidate might be late or not attend seminar at all. For example, candidates are highly encouraged to participate in open house or parent-teacher conferences if these occur on Tuesday evenings. It is the responsibility of the candidate to communicate any seminar absence with his/her assigned seminar instructor. A minimum grade of B- in seminar is required to pass. **NOTE: Teacher candidates should be aware that attendance in the seminar class is still required when their assigned district is on holidays and breaks.**

REQUIREMENTS TO EXIT CLINICAL EXPERIENCE

Transition Point # 4: Exit from Clinical Practice

To complete the final phase of the Teacher Preparation Program at Walsh, the candidate must be fully engaged in the clinical experience; receive a minimum composite rating of 2 on all seminar assignments; receive a minimum composite rating of 2 on the following evaluations completed by their cooperating teacher and university supervisor: Walsh Candidate Proficiencies/Ohio Educator Standards; C-PAST Advanced Field Experience form. The candidate must also successfully complete all seminar assignments. The candidate must earn the minimum grade of B- in the clinical experience and in the seminar class. Candidates not achieving a grade of B- or better will not be eligible to apply for a teaching license.

CLINICAL EXPERIENCE DATES

The type of licensure determines the type of clinical placement. Some candidates have been assigned to a 14-week single placement (for example, High School Language Arts) or two 7-week dual placements (for example, Middle Childhood Education, Math and Science).

Fall Student Teaching

Single Placement	August through November	14 weeks
Dual Placement # 1	August through October	7 weeks
Dual Placement # 2	October through November	7 weeks

Spring Student Teaching

Single Placement	January through April	15 weeks
Dual Placement # 1	January through February	7 weeks
Dual Placement # 2	February through April	8 weeks (includes Spring Break)

COMMUNICATION DURING CLINICAL SEMESTER

Communication is vital during the clinical semester. It is highly suggested that the clinical faculty and candidate communicate daily about how things are going and with regards to planning future lessons. The Division of Education will communicate with the clinical candidates via Walsh email. **Candidates are REQUIRED to check their Walsh email on a daily basis.** If cooperating teachers have questions or concerns, they are encouraged to discuss them with the university supervisor assigned to the candidate. If the candidate has questions or concerns, they are encouraged to communicate with his/her cooperating teacher, the university supervisor, the seminar instructors, or the Office of Licensure & Clinical Placements. The best way to support our candidates is for everyone to practice good, professional

communication skills and to deal with issues when they first arise and not wait until they may have become too serious to resolve.

PART II: CLINICAL EXPERIENCE GUIDELINES

REMOVAL FROM CLINICAL EXPERIENCE

A teacher education candidate administratively removed from his/her student teaching placement will receive a grade of “F” in Clinical Practice and Seminar and may not register for the course at a later date. The candidate retains the option to graduate with an Education Non-Licensure degree if he/she has met the degree requirements.

BOARD OF EDUCATION POLICY HANDBOOK AND CURRICULUM GUIDES

Walsh University strongly encourages the clinical faculty to share the district policy handbook and the appropriate curriculum guides with the teacher candidate. Teacher candidates are expected to conform to standards of professional conduct as specified by the particular school district’s Board of Education policies as well as the Division of Education Student Handbook and this Clinical Practice Handbook.

LICENSURE CODE OF PROFESSIONAL CONDUCT FOR OHIO EDUCATORS

Educators are entrusted by the public with the responsibility of providing a high-quality education to every student. Through various roles, these professionals devote themselves to providing a safe and nurturing environment in which all students can learn. In alignment with the *Ohio Educator Standards* and *Ohio’s New Learning Standards*, educators strive for excellence through high expectations they hold for themselves and their students. The professional conduct of every educator affects attitudes toward the profession. Educators are trustees of the profession and share with the broader community the responsibility of providing high-quality public education.

Aware of the importance of maintaining the confidence and trust of students, parents, colleagues, and the public, Ohio educators maintain the highest degree of professional conduct for themselves and their peers. The *Licensure Code of Professional Conduct for Ohio Educators* serves as the basis for decisions on issues pertaining to licensure that are consistent with applicable law, and provides a guide for conduct in situations that have professional implications for all individuals licensed by the State Board of Education, such as teachers, principals, superintendents, and other persons serving schools (e.g. school nurses, coaches, substitute teachers).

Ohio is nationally known as a state that produces high-quality educators and recognizes that its 250,000 practicing educators hold the fundamental beliefs defined in the following eight principles:

1. Educators behave in a professional manner, realizing that one’s actions reflect directly on the status and substance of the profession.
2. Educators maintain a professional relationship with all students at all times, both in and outside the classroom.
3. Educators accurately report information required by the local board of education or governing board, state education agency, federal agency or state or federal law.

4. Educators adhere to federal, state and local laws and statutes regarding criminal activity.
5. Educators comply with state and federal laws related to maintaining confidential information.
6. Educators serve as positive role models and do not use, possess or unlawfully distribute illegal or unauthorized drugs.
7. Educators ensure that school property, public funds or fees paid by students or the community are used in the best interest of students and not for personal gain.
8. Educators fulfill all of the terms and obligations in their employment contract.

As education is a public trust, the Ohio Department of Education pursues allegations of unprofessional conduct. By law, educators are entitled to all due process rights, with each circumstance considered on a case by case basis to determine appropriate action. The *Licensure Code of Professional Conduct for Ohio Educators* includes the presumptive range of applicable disciplinary actions involving any individual licensed by the State Board of Education.

Adopted March 11, 2008, State Board of Education

BACKGROUND CHECKS-OHIO BCI&I AND FEDERAL FBI

Ohio House Bill 190 requires **BOTH** a current/clear BCI&I and FBI background checks for candidates **PRIOR** to participation in any field experience, pre-clinical, and the clinical experience in the public and private schools. The Ohio BCI&I and the FBI background checks expire after one year, so candidates will be annually expected to update both of these clearances.

All candidates should be aware that prior criminal convictions, whether or not the conviction has been expunged, can affect his/her ability to obtain a license to teach in the State of Ohio and/or affect his/her ability to obtain employment in a pre-school program, parochial school, public school district or chartered non-public school. It is the candidate's responsibility to determine whether he or she is eligible for licensure and/or employment as a teacher in the State of Ohio.

Candidates should carry a copy of their background checks with them during the clinical experience.

Fingerprinting Services

The Division of Education provides a fingerprinting service for any Walsh student in need, new employees, and to the general public.

Contact Patty Garber at pgarber@walsh.edu for updated hours or to schedule an appointment.

Days/Times: Mondays 1:00 pm-4:00 pm
 Tuesdays 1:00 pm-4:00 pm
 Wednesdays 8:00 am-11:30 am

Cost: BCI& I only \$30
 FBI only \$35
 Both BCI & FBI \$60

Required: Driver's License, State ID or a Passport/VISA for an international student

Payment: Cash, Checks, Money Orders, Credit Cards

PROFESSIONAL DRESS

Candidates should conduct themselves as professional educators during the clinical experience. Attire should be neat, clean, and appropriate and should follow the Division of Education Handbook policies plus that of the school district where the candidate is placed.

ATTENDANCE DURING THE CLINICAL EXPERIENCE

The clinical experience is a 14-week, daily commitment. Candidates should arrive to school on time and stay until the end of the teacher work-day unless otherwise discussed with the cooperating teacher.

Absence

Candidates should not plan to take any time off during the clinical semester. Personal illness and death in the immediate family are the only approved absences. Any other reason for being absent should be discussed with the seminar instructors. If the candidate must be absent, he/she is required to contact the cooperating teacher and university supervisor **prior** to the start of the school day. Only an emergency should prevent this notification from occurring. A physician must document an illness that continues for three or more consecutive days. Candidates who are absent for an extended period of time should consult with the Office of Field Placements and Licensure. A determination will be made about making up the days and this will be communicated to the cooperating teacher.

What Calendar to Follow

The teacher candidate is expected to follow the calendar of the school district in which he/she is placed and **NOT** the Walsh University calendar.

When to Begin the Clinical Experience

Candidates who student teach during the fall semester are encouraged to assist in the preparation of the classroom and attend all building and district level meetings prior to the first day of school. Candidates who student teach during the spring semester should begin on the date the Walsh semester starts, but if the candidate wants to participate “unofficially” when the school district returns from the December holidays, approval should come from the cooperating teacher. These “extra” days will not count as part of the 14-week clinical experience.

National or School Holidays

If the school district is closed for national or state holidays during the clinical experience, these days will count as part of the required 14-week clinical experience.

In-Service Days

School district in-service days will count as part of the clinical experience. Candidates **MUST** participate in these activities.

Parent-Teacher Conferences

It is highly recommended that candidates participate in parent-teacher conferences. Candidates are required to participate if the district has scheduled “comp time” (day or partial day off) during the semester the candidate is student teaching in exchange for the evening(s) of parent teacher conferences.

Spring Recess

If the candidate is student teaching during the spring semester, he/she will follow the school district’s spring break and **NOT** the Walsh spring break. The teacher candidate will be expected to attend seminar during the school district’s spring break.

Unscheduled School Closings/Calamity Days

The teacher candidate should listen for reports of school closings on radio and television stations. Candidates will be responsible for “blizzard bags” or whatever procedure is in place by their assigned district to instruct students during calamity days. Walsh candidates must successfully complete a minimum of 12 weeks of student teaching. When the minimum 12 weeks of student teaching can not be completed due to an extreme number of “unscheduled school closings”, Walsh University will develop and communicate a plan to the cooperating teachers to extend the clinical experience which may include additional days of student teaching beyond the designated final day for that semester.

NOTE: School district closings should not be used as an excuse to miss seminar class since road conditions frequently change greatly from morning to evening. Walsh University rarely closes due to inclement weather. If such an event does occur, the class cancellation hotline (330.490.7005) should be called to determine whether to attend the seminar class or check the Walsh email for a message from the seminar instructors.

Work Stoppage/Strike

In the event of work stoppage, the teacher candidate should **NOT** report for duty or be in or near the placement site.

TEACHER CANDIDATE AS A PAID EMPLOYEE

The teacher candidate **MAY NOT** serve as a paid employee during the clinical semester in the district where they are placed. The regular teacher should be present in all classes until the teacher candidate demonstrates evidence of self-confidence and competence as a teacher. If it is known in advance that the cooperating teacher will be absent for a full day or majority of the school day, a substitute teacher must be present and responsible for the supervision of the teacher candidate. **The teacher candidate may not serve as a substitute teacher.**

The **only** exception to this policy is when a candidate **already has a substitute or teaching license** or the candidate is already employed by the district and is student teach in his/her own classroom.

A candidate is permitted to coach during student teaching and should make his/her cooperating teacher and university supervisor aware. The University has the right to alter or terminate any coaching experience if it starts to interfere with the candidate’s classroom performance.

DISTRICT REPORT CARDS

The teacher candidate may give and evaluate quizzes, tests, performance assessments, and assignments as part of the training; however, the determination of the final, official grades is the responsibility of the cooperating teacher.

IMMUNIZATION/HEALTH RECORDS

Depending on the candidate’s placement, he/she might be asked to provide updated immunization and health records to be in compliance with the school or agency’s policies. The Office of Field Placements and Licensure will notify students of these requirements.

PART III: TEACHING, OBSERVATION, AND EVALUATION

TEACHING

Through joint planning and instructional participation, both the cooperating teacher and teacher candidate should work together as colleagues. During the clinical experience, the candidate is a full-time teacher in the school and should gradually assume the teaching load under the guidance and assistance of the cooperating teacher. Note: The cooperating teacher may decide to continue to teach special courses (especially on the high school, i.e. Advanced Placement courses). The candidate should observe and assist in that classroom on a daily basis. The teaching day includes things that are not instructional. For example, monitoring study halls, bathroom breaks, taking students to the computer lab, bus duty, lunch counts, etc. should be assumed immediately by the candidate. The candidate should follow the curriculum provided by the cooperating teacher. The clinical experience is a time to try various teaching techniques, find interesting supplemental information, experiment with technology, practice differentiating instruction, and work on classroom management. All of this should be done under the guidance and approval of the cooperating teacher. The ultimate goal is for the candidate to learn how to plan and manage an effective instructional environment. Every candidate and clinical experience are different. Some candidates will be able to assume full responsibility for teaching sooner than others. This should be worked out between the cooperating teacher and candidate. The university supervisor might also have suggestions in this area.

Below is a suggested timeline for assuming the full teaching load when the candidate has a single placement (14 weeks). To ensure a smooth transition as the candidate prepares to leave, the cooperating teacher may want to consider taking back some of the instructional load toward the end of the placement.

Week 1	Assist; work with small groups and/or individuals; share duties
Week 2	Teach one class; team teach remaining classes; assume all duties
Week 3	Teach two classes; team teach remaining classes; duties
Week 4	Continue to teach two classes; team teach remaining; duties
Week 5	Teach three classes; team teach remaining classes; duties
Week 6	Continue to teach three classes; team teach remaining classes; duties
Week 7	Continue to teach three classes; team teach remaining classes; duties
Week 8	Teach full schedule; duties
Week 9	Teach full schedule; duties
Week 10	Teach full schedule; duties
Week 11	Teach full schedule; duties
Week 12	Teach full schedule; duties
Week 13	Teach full schedule; duties
Week 14	Teach full schedule; duties...Note: if it can be arranged, ECE/ECIS or ISE M/M and M/I candidates can observe/assist in their second licensure area

A candidate with a dual placement (7 weeks) has a shorter period of time in which to assume the full teaching load. To ensure a smooth transition as the candidate prepares to leave, the cooperating teacher may want to consider taking back some of the instructional load toward the end of the placement. During the last few days of the placement, the cooperating teacher may want to assume some of the instructional load to ensure a smooth transition for when the teacher candidate leaves.

Week 1	Assist, work with small groups and/or individuals; share duties
Week 2	Teach one class; team teach remaining classes; assume all duties

Week 3	Teach two classes; team teach remaining classes; duties
Week 4	Teach three classes; team teach remaining classes; duties
Week 5	Teach full schedule; duties
Week 6	Teach full schedule; duties
Week 7	Teach full schedule; duties

Lesson Plans

Walsh University will require all candidates to use the same lesson plan format. The cooperating teacher should let the candidate know what day lesson plans are due and the candidate should adhere to that weekly requirement. Lesson plans should be clear/detailed enough so that the cooperating teacher can teach from the lesson plans if the candidate must be absent. The cooperating teacher should guide the candidate regarding the curriculum to be taught and what to plan on a long-term (unit) and on a daily basis with the candidate. All lesson plans should contain the appropriate Ohio Learning Standards/Common Core Standards. Prior to observing a candidate, the university supervisor will also require to see the lesson plan. Candidates will work with the supervisor to determine much in advance the lesson plan is needed and the logistics for getting it to the supervisor (usually electronic).

After the lesson has been taught, the candidate and observer (cooperating teacher and/or university supervisor) should utilize reflection techniques to review the lesson's effectiveness. The supervisor should schedule time to confer with the cooperating teacher before and after the observation. When the cooperating teacher and supervisor agree that the candidate has demonstrated good lesson planning, the candidate will be able to use a shorter, less-detailed version or perhaps use the format the cooperating teacher is required to submit. **In compliance with Ohio's year one of the new teacher residency program, the required lesson plan format is provided to student.**

Ohio Educator Standards

The research is clear. It is the interaction between teacher and student that is critical to producing high-level student learning and achievement.

The Ohio Educator Standards were developed in 2004 as part of Senate Bill 2. The standards serve as a guide for all teachers as they continually reflect and improve their effectiveness as educators throughout their entire career. These standards will serve as an important tool of professional development for teachers. Seven standards are delineated. These standards fall under three larger organizers.

1) The Focus of Teaching and Learning

Standard # 1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach.

Standard # 2: Content

Teachers know and understand the content area for which they have instructional responsibility.

Standard # 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Standard # 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

2) The Conditions for Teaching and Learning

Standard # 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

3) Teaching as a Profession

Standard # 6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Standard # 7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance, and involvement as individuals and as members of a learning community.

OBSERVATION

The cooperating teacher will spend the most amount of time with the candidate and should be observing the candidate on a daily basis and should also plan times for formal observations. The university supervisor is hired to observe the candidate on a formal basis. The candidate is encouraged to also ask the building principal or other administrative staff to observe him/her.

During a single placement, the teacher candidate will be formally evaluated:

- a minimum of five times by the university supervisor
- a minimum of four times by the cooperating teacher

During a dual placement (two 7-week sessions), the teacher candidate will be formally evaluated:

- a minimum of two-three times (per 7-week session) by the university supervisor
- a minimum of two times (per 7-week session) by the cooperating teacher

If the candidate has difficulty during student teaching, additional formal observations could be added.

EVALUATION

The candidate deserves fair and honest evaluation of his/her performance in the classroom. As difficult as it may be to share, an evaluation that is forthright may provide more assistance to the teacher candidate than an evaluation that does not truthfully assess a teacher candidate's strengths and areas of growth. In the long run, appraisals that are not objective or the awarding of inflated grades will not serve the candidate well.

The university supervisor will confer with the teacher candidate in a mentoring capacity and with the cooperating teacher in an advisory capacity to evaluate the teacher candidate's performance in the classroom. Helpful suggestions on management, lesson plans, and other observations about the teacher candidate will be made in an effort to help the teacher candidate hone his/her teaching skills. If appropriate, issues with attendance, appearance, and grammar, etc. may also be discussed at this time. The university supervisor's role is to assist the teacher candidate in the transition from a candidate to a professional educator.

The university supervisor and the cooperating teacher should complete forms independently. The university supervisor will confer with the cooperating teacher to determine the mid-term and final grade

for clinical practice. The candidate will also complete the same evaluation tools for the purpose of self-reflection and comparison with the assessors' evaluations.

At the mid-term, a time convenient for the teacher candidate, cooperating teacher, and university supervisor, a conference should be held to discuss the teacher candidate's progress, strengths, and opportunities for growth during the remainder of the clinical practice.

Evaluation tools used during the clinical practice will include:

- Walsh Candidate Proficiencies/Ohio Educator Standards
- Walsh University C-PAST Advanced Field Experience Form

- ✓ Candidates will receive and review their forms during the seminar class.
- ✓ University supervisors will receive their forms from the Field and Clinical Placement Office.
- ✓ Cooperating teachers will receive their forms from the university supervisors.

All forms can also be located on the Walsh website www.walsh.edu/student-teaching

This data is collected as part of the division's Council for the Accreditation of Educator Preparation (CAEP) assessment plan.

PART IV: CLINICAL PERSONNEL

RESPONSIBILITIES OF THE TEACHER CANDIDATE

- Maintain current background checks throughout the entire clinical practice
- Become acquainted with the school, community, and school/district policies
- Conduct yourself in a professional manner and conform to the customs, such as dress, speech, punctuality, and personal habits, found in the school community
- Become acquainted with the learners' needs, curriculum, and school planning procedures
- Develop plans for teaching and classroom management with the help and guidance of the cooperating teacher(s) (avoid corporal punishment)
- Prepare lesson plans on time and follow the school procedure for how to submit them
- Show enthusiasm when teaching responsibilities are assumed
- Reflect daily about teaching and your interaction with students and colleagues
- Take initiative in seeking help from the cooperating teacher(s) and university supervisor
- Accept and act upon constructive feedback from the cooperating teacher(s) and university supervisor
- Demonstrate self-assessment skills during the mid term and final evaluation process
- Complete the required forms (**you will be guided throughout the seminar class**)

- Do not administer any medication to students
- Implement universal health precautions when in contact with body fluids
- Keep the university supervisor informed about progress, problems, or concerns
- Inform the Clinical and Field Placement Office when critical events or changes occur during clinical practice
- Notify the cooperating teacher(s) and university supervisor of any absences during the clinical practice
- Attend and complete all requirements of the Walsh University Clinical Seminar class including the end-of-semester social gathering

RESPONSIBILITIES OF THE COOPERATING TEACHER

A qualified cooperating teacher must hold the appropriate standard certificate(s) or license(s) and have a minimum of three (3) years of successful teaching experience with at least one year of experience in the field in which supervision is provided.

The cooperating teacher's role is complex: evaluate support, relate, mentor, and guide. Although there is a desire to tell the candidate how to teach, the cooperating teacher should allow him/her to experience the frustrations and difficulties of developing a teaching style. The cooperating teacher should:

- Become acquainted with Walsh University's clinical practice program by thoroughly reading this handbook and attending the orientation meeting
- Prepare learners for the arrival of the teacher candidate
- Introduce the candidate to the school, community, and school/district policies
- Acquaint the teacher candidate with the curriculum, learners' needs, and school planning procedures
- Provide instructional materials, equipment, records, personal space, etc.
- Provide the candidate with the opportunity to gradually assume full teaching responsibilities
- Supervise the candidate's lesson plans, pupil evaluations, etc. on a continual basis
- Provide frequent encouragement, constructive criticism, and acknowledgment of successes
- Observe the candidate daily. Complete the required, formal evaluations (14 week placement = 4 formal observations; 7 week placement = 2 formal observations) and complete the required observation forms
- Confer on a regular basis with university supervisors about the teacher candidate's progress

- Do not leave the classroom for long periods of time especially when the candidate just begins to assume full instruction, but do give the candidate some “space” and allow them to experience the classroom on his/her own for short periods of time
- Attend the mid-term and final meeting with the university supervisor and the candidate
- When possible, conference with the university supervisor before and after their observation of the candidate. Note: To allow the supervisor and candidate to discuss the lesson after the observation, the cooperating teacher may need to be with the learners. If this needs to occur, obviously the cooperating teacher cannot attend the post-conference. The supervisor should speak to the teacher when the candidate resumes with the learners.
- Complete all required forms (you will be guided by the university supervisor) and discuss them with the teacher candidate and the university supervisor. The university supervisor will collect the completed forms at the appropriate time.
- Become familiar with the C-PAST for Educator Preparation Programs student teaching form and support the candidate by helping him/her accomplish the required tasks (videotaping, working with the whole class, and working with individual students).

Remuneration for the Cooperating Teacher

Walsh University is sincerely appreciative of the expertise and time shared by a cooperating teacher to mentor a candidate. Two types of remuneration are offered for mentoring a pre and student teacher:

- 1) letter of professional development
- 2) two-hour waiver toward taking a Walsh course/workshop

Letter of Professional Development

The letter will be prepared and sent to you at the end of the student teaching semester.

- 45 clock hours of professional development (for a single placement candidate)
 - 22.5 clock hours (for a dual placement candidate)
- The Field and Clinical Placement Office will cooperate by signing/completing district LPDC forms (if needed) to also verify the clock hours earned.

OR

Walsh Course Waiver

Due to changes imposed by the Ohio Ethics Commission, Walsh University can no longer offer the waiver to take coursework or workshops directly to the cooperating teacher. It will be mailed to the school district with an enclosed letter indicating you mentored a Walsh student teacher. It is our hope that the waiver would be awarded to you, but Walsh cannot be responsible for the decision made by your district.

This waiver is not valid for workshops offered through the Communicate Institute at Walsh University. The waiver is non-transferable and expires two (2) years from date of issuance. There is no monetary value to this certificate and no refund of cash or credit hours will be offered once redeemed.

Evaluation of the Cooperating Teacher

The cooperating teacher will be evaluated by the candidate. The university supervisor will also evaluate the effectiveness of the cooperating teacher and the placement site to be certain it is a suitable environment for future Walsh clinical candidates. Both evaluation forms can be found on-line for the cooperating teacher to review.

Frequently Asked Questions by the Cooperating Teacher

Often, cooperating teachers have many questions, particularly if this is the first time you have mentored a teacher candidate. The cooperating teacher will be assisted and supported by the university supervisor and is encouraged to ask any question you might have to the supervisor or the Office of Field and Clinical Placements.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The Walsh University supervisor is employed by the University and is responsible for creating an effective working relationship among those mentoring the teacher candidate. The supervisor will evaluate the candidate's performance and assist the cooperating teacher to function at the optimum level as a mentor. The university supervisor should:

- Serve as a liaison between Walsh University (Field and Clinical Placement Office) and the school personnel.
- Visit the school site a minimum of five times for each single placement (14 weeks) and a minimum of two-three times for each dual placement (7 weeks).
- Arrange visitation times conducive for the teacher candidate and the university supervisor.
- Conduct pre-post meetings for each observation with the teacher candidate and cooperating teacher. Note: So the supervisor and candidate can discuss the lesson after the supervisor observation, the cooperating teacher may need to be with the learners. If this needs to occur, obviously the cooperating teacher cannot attend the post-conference. The supervisor should speak to the teacher when the candidate resumes with the learners. It is important that quality, timely feedback is provided.
- Collaborate with the cooperating teacher and other school personnel (i.e. principal) if necessary regarding the teacher candidate's progress.
- Assist the teacher candidate in improving his/her instructional skills through observation, analysis, and suggestions and allow the teacher candidate to implement suggestions and make adjustments during the clinical experience
- Collaborate with the cooperating teacher to assign the mid-term and final letter grade (A, A-, etc.)
- Confer with the Field and Clinical Placement Office personnel when critical events or changes occur during clinical practice.
- Complete the required forms (**provided by the Field and Clinical Placement Office**) and provide/review forms with the cooperating teacher.
- Return all completed forms (required for the supervisor, cooperating teacher, and candidate) to the Field and Clinical Placement Office by the scheduled deadline.
- Attend scheduled meetings/trainings for university supervisors.
- Participate in the improvement of the clinical practice program.

- Become familiar with the C-PAST (Teacher Performance Assessment) and support the candidate by helping him/her accomplish the required tasks (video taping, working with the whole class, and working with individual students).

Evaluation of the University Supervisor

The university supervisor will be evaluated by the candidate and the cooperating teacher.

RESPONSIBILITIES OF THE SEMINAR INSTRUCTOR

During the clinical semester, the candidate will be enrolled in a weekly seminar class on campus. It is referred to as the capstone course of the teacher preparation process. In addition to the cooperating teachers and university supervisors, the seminar instructors also support and mentor the candidates and provide an opportunity for them to freely discuss issues as well as successes they have experienced in the classroom. The seminar instructor should:

- Plan sessions that facilitate the professional growth of the teacher candidate during the clinical practice experience
- Plan sessions that help teacher candidates' transitions to their future careers in the field of education
- Plan sessions that will assist candidates with the Ohio Resident Educator Program
- Collect and forward required forms to the Licensure & Clinical Placement Office

RESPONSIBILITIES OF THE BUILDING PRINCIPAL

The educational leader sets the climate and tone of the school. This leadership will determine the support and quality of the clinical practice experience. It is recommended that the administrator help identify qualified cooperating teachers who are competent, personable, experienced (at least three years of successful teaching experiences and one year at the grade level and setting where the candidate will be placed), and capable mentors. The building principal may extend the teacher candidate experiences beyond the classroom. The building principal should provide assistance to the teacher candidate that might include observation, evaluation, and general support.

PART V: AFTER THE CLINICAL

OBTAINING A TEACHING LICENSE

The process for applying for a teaching license will be thoroughly reviewed during the clinical seminar. Candidates are eligible to apply for a State of Ohio teaching license upon completion of the following:

- All University and Division of Education coursework (degree conferred by the University Registrar)
- All required licensure testing... Ohio Assessments for Educators (Pearson)
- Current, clear BCI&I and FBI Background checks on file with the Ohio Department of Education
- Complete on-line Ohio Department of Education licensure process and required fee

If a candidate is not ready to apply for licensure at the time of graduation, he/she may contact the Office of Field Placements and Licensure for assistance once all requirements have been met. The candidate

can not apply on his/her own for initial licensure. An e-signature from the approved Walsh personnel is required by the Ohio Department of Education.

RESIDENT EDUCATOR PROGRAM

The initial teaching licensure is called the Resident Educator (4 years). A chart has been included in the

ADDING ENDORSEMENTS TO AN EXISTING LICENSE

Walsh University offers the (P-12) Reading Endorsement, the 4th and 5th Grade Endorsement, and a Teacher Leader Endorsement. All coursework must be completed and required licensure testing (Ohio Assessments for Educators) must be passed to be eligible for the endorsement. Note: The Teacher Leader Endorsement does not require OAE testing. The on-line licensure application through the ODE must be completed and have an e-signature from the approved Walsh personnel. NOTE: Per the Ohio Department of Education and the Ohio Department of Higher Education (formerly the Ohio Board of Regents), after December 2014, the Reading Endorsement will no longer be offered at Walsh University to undergraduate students. It will become a graduate-level only program. The 4th and 5th Grade Endorsement can only be completed by those holding an Early Childhood License. Walsh will assist the candidate in adding the endorsement to the existing license.

LICENSURE RENEWAL

The Four-Tiered Teacher Licensure Structure has been included in the Addendum page 31 for candidates to use as reference. It indicates how an educator progresses from one license to the next and the requirements for each. The newest license (Four-Year Resident Educator License) began on January 1, 2011. If the candidate obtains a teaching position while holding this license, he/she will renew the license with the school district of employment by completing the Ohio Resident Educator Program. If the candidate does not obtain a teaching position while holding the Four Year Resident Educator License, it is suggested he/she check the Ohio Department of Education's website for renewal instructions. www.ode.state.oh.us

SUBSTITUTE TEACHING

The candidate will need to complete a substitute packet to have his/her name added to the Stark County substitute list. The contact person is Linda Berkebile at the Stark County Educational Service Center (330-492-8136 ext 312). Because not all school districts request substitute teachers through the county office, the candidate may need to contact individual school districts to be added to their substitute list. If the candidate is interested in substitute teaching for a parochial or private school, he/she will need to contact that school directly.

OBTAINING A TEACHING POSITION IN OHIO

Candidates should become familiar with the Ohio Department of Education website (www.ode.state.oh.us) to view job openings in Ohio. Candidates can also apply directly to individual school district websites. Don't rule out small, rural or parochial schools; remember, your dream job may not be your first job. Job fairs are another venue to assist candidates with potential job leads. Candidates can register with Walsh University's Career Services to post your résumé. Contact Andy Weyand (330-490-7320) for additional information about this free service.

OBTAINING A TEACHING POSITION OUT-OF-STATE

The Office of Field and Clinical Placements will assist candidates who are seeking employment in another state

PART VI: CONTACT

DIVISION OF EDUCATION

Dr. Jeannie DeFazio	Division Chair	jdefazio@walsh.edu	330-490-7332
Dr. Gary Jacobs	CAEP Coordinator	gjacobs@walsh.edu	330-490-7336
Hope Vogt	Division Secretary	hvogt@walsh.edu	330-490-7419
Aimee Ek	Director of Licensure & Clinical Placements	aek@walsh.edu	330-244-4928
Patty Garber	Background Checks	pgarber@walsh.edu	330-490-7189
Cinda Harold	Seminar Instructor	charold@walsh.edu	330-244.4699
Dr. Jennifer Green	Seminar Instructor	jgreen@walsh.edu	330-490-7427

WALSH UNIVERSITY COMMUNITY

Abigail Poeske	Director of Career Services and Experiential Education	apoeske@walsh.edu	330-490-7604
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EDUCATIONAL COMMUNITY

Stark County Educational Service Center	Substitute Packet on-line for Stark County		330-492-8136
Portage County Educational Service Center	Substitute Packet on-line for Portage County		330-297-1436
Summit County Educational Service Center	Substitute Packet on-line for Summit County		330-945-5600
Tuscarawas County Educational Service Center	Substitute Packet on-line for Tuscarawas County		330-308-9939
Diocese of Youngstown	Contact Individual School Principals		

PART VII: ADDENDUM

FORMS USED DURING THE CLINICAL EXPERIENCE

The university supervisor will supply the forms for the cooperating teacher. Candidates will receive their forms in the seminar class. This handbook and all forms associated with student teaching can be found on the Walsh University website and downloaded as needed:

<http://www.walsh.edu/student-teaching>

Emergency Medical Form
Checklists
Clinical Calendar
Clinical Experience Intervention
Lesson Plan C
Observation Report for Clinical Experience (Ohio Educator Standards)
Sample Schedule for Assuming Instructional Responsibility (Single Placement)
Schedule for Assuming Instructional Responsibility (Single Placement)
Sample Schedule for Assuming Instructional Responsibility (Dual Placement)
Schedule for Assuming Instructional Responsibility
School Site Feedback/Cooperating Teacher Feedback from University Supervisor
Summary of Clinical Support
C-PAST Student Teaching Rubric (Mid Term and Final)
C-PAST Consensus form
Walsh Candidate Proficiencies/Teacher Candidate Ohio Educator Standards Evaluation (Mid Term)
Walsh Candidate Proficiencies/Teacher Candidate Ohio Educator Standards Evaluation (Final)
Walsh Supervisor Appraisal

OHIO EDUCATOR STANDARDS

Standard 1

Teachers understand student learning and development, and respect diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.
- Teachers model respect for students' diverse cultures, language skills, and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities, and at-risk students in order to assist in appropriate identification, instruction, and intervention.

Standard 2

Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions, and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.

Standard 3

Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes, and the data they generate.
- Teachers select, develop, and use a variety of diagnostic, formative, and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate, and modify instruction.
- Teachers collaborate with and communicate student progress with students, parents, and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

Standard 4

Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.

- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.

Standard 5

Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive, and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively, and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

Standard 6

Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.
- Teachers collaborate effectively with other teachers, administrators, and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

Standard 7

Teachers assume the responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements, and student achievement.

LESSON PLAN FORMAT DURING THE CLINICAL EXPERIENCE

The following format will be used during the clinical experience by all candidates. Students can locate an electronic version on the Walsh website.

Lesson Plan Format for Clinical Experience

Semester _____

Lesson Plan Information:

Name:

Subject:

Grade:

Title of Lesson:

Class Submitted for:

Instructor:

Ohio New Learning Standards/CCSS:

(Strand, Topic)

Standard #/ Content Statement

Academic Language:

Time Elements:

Student Grouping: ie: whole group, small group, 1-1, cooperative... & why

Methods/Instructional Strategies: direct instruction, inquiry based, collaborative.... & why

Objective(s)/ Learning Goal(s):

Materials/Resources (including technologies):

Universal Design for Learning: (Think about how your choices of grouping, instructional strategies and materials/resources are meeting the needs of ALL learners in this class)

Multiple means of **REPRESENTATION:** visual, auditory, touch,

Multiple means of **EXPRESSION:** text, speech, drawing, illustration, design, film, music, visual art, sculpture, video, physical manipulatives, social media, interactive web tools, comics, storyboards, graph

Multiple means of **ENGAGEMENT:** work alone, work with peers, choice, vary activities or sources of information, active participation, exploration, experimentation, discussions, degree of difficulty, grouping, self-assessment

General Procedure

Introduction/Anticipatory Set:

Detailed Sequence:

Conclusion/Closure:

Evaluation/Assessment: Informal/formal tools/procedures (Discuss your use of formative assessment and how you will use this information)

Independent Extension Activities for Lesson:

Reflection of the lesson:

Goals met/data/target score

Strengths

Areas to improve

CHECKLISTS

Checklists have been developed to keep everyone involved in the clinical experience on target so deadlines can be successfully completed. **The University Supervisor is responsible for collecting all required/completed forms** from the cooperating teacher and the teacher candidate at the mid-point and again at the end of the clinical semester and returning them to the Office of Field Placements and Licensure by the specified date. Everyone’s cooperation in completing the paperwork is appreciated.

OHIO DEPARTMENT OF EDUCATION DESCRIPTION OF SCHOOL TYPES

In an attempt to prepare candidates for the clinical experience and beyond, the Teacher Preparation Program at Walsh University has developed field placements to allow candidates to experience urban, rural, and suburban school districts. The following chart is how the Ohio Department of Education defines the various types of school districts.

School Type or Group	Description of School Type
0	Island Schools <i>Kelly's Island, North Bass Island, Middle Bass Island, Put-in-Bay & College Corner local school districts</i>
1	Rural/Agricultural – high poverty, low median income schools <i>These districts are rural agricultural districts and tend to be located in the Appalachian area of Ohio. As a group they have higher than average poverty, the lower average median income level, and the lowest percent of population.</i>
2	Rural/Agricultural – small student population, low poverty, low to moderate median income <i>These tend to be small, very rural districts outside of Appalachia. They have an adult population that is similar to district in Group 1 in terms of education level, but the median income level is higher and poverty rates are much lower.</i>
3	Rural/Small Town – moderate to high median income <i>These districts tend to be small towns located in rural areas of the state outside of Appalachia. Median income levels are similar to Group 6 suburban districts but with lower rates of both college attendance and managerial and professional occupations among adults. The poverty percentage is also below average.</i>
4	Urban – low median income, high poverty <i>The category includes urban (high population density) districts that encompass small or medium size towns and cities. They are characterized by low median incomes and very high poverty rates.</i>
5	Major Urban – very high poverty <i>This group of districts includes all of the six largest core cities and other urban districts that encompass major cities. Population densities are very high. The districts all have very high poverty rates and typically have a very high percentage of minority students.</i>
6	Urban/Suburban – high median income <i>These districts typically surround major urban centers. While poverty levels range from low to above average, they are more generally characterized as communities with high median incomes and high percentage of college completers and professional and administrative workforce.</i>
7	Urban/Suburban – very high median income, very low poverty <i>These districts also surround major urban centers. They are distinguished by very high income levels and almost no poverty. A very high percentage of the adult population has a college degree and a similarly high percentage work in professional and administrative occupations.</i>
8	Joint Vocational School Districts

FREQUENTLY ASKED QUESTIONS BY THE COOPERATING TEACHER

Walsh University
Division of Education

Commonly Asked Question and Answers for Cooperating Teachers

1. What are the advantages of mentoring a teacher candidate?

Because you are serving as a role model, supervising a student teacher enables a classroom teacher to refine, re-enforce, or re-shape his/her own teaching skills. Working with a teacher candidate can act as a self-serving experience for personal growth and self-renewal. At the end of the clinical experience, most cooperating teachers express a deep satisfaction of knowing they played a significant role mentoring a future educator. In addition, if a candidate is properly mentored, this “extra pair of hands” should be of great assistance in your classroom.

2. Is the cooperating teacher compensated for his/her time?

Walsh offers two forms of remuneration: 1) letter of professional development or 2) two-hour waiver toward taking a Walsh course/workshop. Details will be provided in Walsh correspondence to the cooperating teacher.

3. Is the cooperating teacher evaluated?

The cooperating teacher will be evaluated by his/her candidate and by the university supervisor. The form can be found on Walsh’s website (<http://www.walsh.edu/student-teaching>). The university supervisor will also evaluate the cooperating teacher and school site by indicating either yes or no...this is a mentor and/or school building where Walsh should place future clinical candidates.

4. How quickly should the candidate start teaching?

Assuming full instructional responsibilities should be gradual. Refer to the attached form called Schedule for Assuming Responsibility to view the guidelines Walsh has developed. Some candidates will be ready sooner and some later than the chart suggests. The cooperating teacher and university supervisor can work together to determine when the candidate is ready.

5. Should the teacher candidate be left alone in the classroom?

The stakes are high. Walsh University is aware of the required value-added growth that must occur each year. We highly recommend the cooperating teacher remains in the classroom as much as possible to mentor the candidate and make certain the curriculum is covered. Student teaching can take the following forms:

- gradually assume instructional responsibilities until he/she has assumed all teaching and duties...or
- team or co-teaching are also acceptable models during student teaching...or
- a combination of traditional and “team/co-teaching” approach

6. Is the candidate required to turn in lesson plans?

All Walsh teacher candidates are required to use the same lesson plan format at the beginning of the placement. Refer to the form called Lesson Plan format on the Walsh website (<http://www.walsh.edu/student-teaching>). When the cooperating teacher and university supervisor feel the candidate clearly understands lesson planning, he/she may choose to either continue with the Walsh model or use the format required by the school. The cooperating teacher should be able to teach from the lesson plans if the candidate should be absent. Candidates are required to turn in lesson plans on the day of the week required by the school.

7. Can the cooperating teacher require other activities of the candidate?

The cooperating teacher may have activities planned that would greatly add to the overall clinical experience for the candidate. For example, candidates have been asked to organize field trips or other special programs. Cooperating teachers have asked candidates to keep a daily reflective diary of the clinical experience. Candidates can also assume daily, non-instructional duties that are part of the school day (bus, hall, study hall, playground, lunch room).

8. How can the cooperating teacher help the candidate improve?

Giving the candidate honest, frequent feedback is critical. This should include strengths and areas that need improvement. The cooperating teacher might ask the candidate to keep a daily log of comments that could serve as an excellent way for the candidate to see their successes and keep track of what continues to need improvement. Give the candidate time to improve. The cooperating teacher can “model” by re-teaching a lesson that might have not gone well for the candidate. Sharing and discussing journal articles with candidates can also re-enforce best practice. Having the candidate observe other teachers in the building is also a great way to see more “good teaching” techniques.

9. If the teacher candidate has some definite shortcomings, what should the cooperating teacher do?

The cooperating teacher should first work with the candidate providing suggestions and support. Walsh has developed a Clinical Intervention form that should be completed as documentation when there is a problem. The Clinical Intervention form specifically describes what the candidate needs to change and a timeline for making improvement. If the candidate does not improve, the cooperating teacher should contact the assigned university supervisor. A variety of things can happen next including more observations by the supervisor or by the Coordinator of Field and Clinical Placements. An intervention meeting may also be organized. It is the hope of Walsh University that the cooperating teacher never feels “alone” but rather always supported by the personnel involved in the clinical experience.

10. How will the candidate be evaluated?

The evaluation process will consist of informal and formal experiences during the clinical experience. The cooperating teacher is required to formally observe and share written comments with the candidate two times during each 7-week period. The cooperating teacher will also participate in a mid-term and final evaluation (coordinated by the university supervisor) that should serve as another way to help candidates improve. See the section in this handbook entitled Evaluation for more information.

11. Does the teacher candidate receive a letter grade for the clinical experience?

Yes. The candidate will receive a mid-term and final grade for the clinical experience. The grade will be determined cooperatively by the cooperating teacher and university supervisor.

12. What should candidates do if they must be absent? (including un-scheduled school closings)

Candidates should not plan to take any time off during the clinical semester. Personal illness and death in the immediate family are the only approved absences. Any other reason for being absent should be discussed with the seminar instructors. If the candidate must be absent, he/she is required to contact the cooperating teacher and university supervisor **prior** to the start of the school day. Only an emergency should prevent this notification from occurring. A physician must document an illness that continues for three or more consecutive days. Candidates who are absent for an extended period of time should consult with the Office of Field and Clinical Placements. The teacher candidate should listen for reports of un-scheduled school closings on radio and television stations. Candidates will be responsible for “blizzard bags” or whatever procedure is in place by their assigned district to instruct students during calamity days. Walsh candidates must successfully complete a minimum of 12 weeks of student teaching. When the minimum 12 weeks of student teaching can not be completed due to an extreme number of “unscheduled school closings”, Walsh University will develop and communicate a plan to the cooperating teachers to extend the clinical experience which may include additional days of student teaching beyond the designated final day for that semester.

13. Can the candidate serve as a substitute if the cooperating teacher must be absent?

The teacher candidate **MAY NOT** serve as a paid employee during the clinical semester in the district where they are placed. The regular teacher should be present in all classes until the teacher candidate demonstrates evidence of self-confidence and competence as a teacher. If it is known in advance that the cooperating teacher will be absent for a full day or majority of the school day, a substitute teacher must be present and responsible for the supervision of the teacher candidate. The teacher candidate may not serve as a substitute teacher. The **only** exception to this policy is when a candidate **already has a substitute or teaching license** or the candidate is already employed by the district and is student teach in his/her own classroom.

14. Is it necessary that the candidate attend seminar class?

Yes. Seminar class is online and several scheduled Tuesday classes from 4:00-6:00 pm during the clinical semester. The seminar instructors will appreciate if all student teachers can arrive to Walsh by 4:00 pm. The candidate is highly encouraged to participate in open house, parent-teacher conferences, and other school programs even if they occur on Tuesday evening. The student teacher should inform the seminar instructors in advance.

15. Is the candidate permitted to coach during the clinical experience?

The candidate should let the university supervisor know if he/she will participate in coaching. The University has the right to alter or terminate any coaching experience if it starts to interfere with the candidate’s classroom performance.

16. Is the candidate permitted to work during the clinical experience?

Unfortunately, Walsh cannot control if candidates are employed during the clinical experience. We highly recommend no working, but if it is a necessity, we suggest it occurs on the weekend and not during the week when lesson planning, etc. should take place.