



Walsh University  
Division of Education  
Office of Field and Clinical Placements  
Hannon Center –Room 115

# Instructor

# Field Placement Packet



**Walsh University**  
**Division of Education**  
**Instructor Field Experience Checklist**

**Candidates should NOT find their own field placement. They should work with the instructor or the Field and Clinical Placement Office. Failure to successfully complete all field experience requirements will result in an "F" in the class.**

**Beginning of Semester:**

\_\_\_\_\_ The instructor is responsible for documenting the communication of the partnership to show the mutual construction, monitoring, and evaluation of the field experience on the **Field Experience Log**.

\_\_\_\_\_ The instructor is responsible to work with the partner to **construct** an agreeable **Memorandum of Understanding** with all required signatures.

\_\_\_\_\_ The instructor is responsible to make certain each candidate has **current background checks** (BCI&I and FBI) before the field experience begins. Send a list to Mrs. Garber at pgarber@walsh.edu to verify that they are current. She will return the list with copies for the candidates.

\_\_\_\_\_ The instructor will collect the completed **Talent Release and Waiver of Responsibility** forms **at the beginning of the course and return them to the file drawer labeled "Student Files" in Room 108.**

\_\_\_\_\_ The instructor will ensure his/her candidates complete all parts of **the Time Log Evaluation**.

\_\_\_\_\_ The instructor will give each **cooperating teacher this information:**  
-the **Pre-CPAST Disposition "Look Fors"** for candidate evaluation  
-required to **initial the Time Log** each time field hours are completed (Suggestion: keep separate track (perhaps on a calendar) of when the candidate is in the classroom in case there are any future discrepancies)  
-must **complete Part II** of the Time Log and in **Part III** verify candidate's time by initialing in appropriate area  
-required to sign at the bottom of Part III and **highly encouraged to make any comments about the Walsh Program** below his/her signature and email address

**End of Semester:**

\_\_\_\_\_ The instructor will discuss the **Field Experience Reflection Paper with candidates** and staple it to the Pre-CPAST evaluation and time log. The reflection may be developed by the Walsh instructor (with the 3 prompts covered) or use the attached reflection paper in the packet.

\_\_\_\_\_ The instructor will have the candidates complete and **collect the Candidate Evaluation of Field Experience (Return to The Field and Clinical Coordinator)**.

\_\_\_\_\_ The instructor will **verify and sign all candidate Time Logs**. If any comments, instructor must discuss with student. If a concern is noted a Candidate Disposition form must be completed (meeting with signatures) and then given to the Chair.

\_\_\_\_\_ Send **Field Experience Log and a signed MOU** (both places) to Audrey Davis.

**The Instructor must:**

**(Staple all items together: Field Experience Reflection Paper and PRE-CPAST Evaluation, Time Log (Return to the file drawer labeled "Student Files" in Room 108.**









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## Field Memoranda of Understanding 2019-2020

This agreement is entered into by the Walsh University Division of Education, North Canton, Ohio and \_\_\_\_\_.

**Partnership Information: Professor will provide a copy of the course syllabus)**

(Course name and number, times and dates, Walsh instructor, school contact information)

### **This document serves to establish this Shared Responsibility Expectations and Evaluations: (CAEP 2.1)**

- Co-construction of instruments and evaluations
- Co-construction of criteria for selection of mentor teachers
- Involvement on-going decision-making, including technology-based collaborations
- Input into curriculum development
- EPP and P-12 educators provide descriptive feedback to candidates
- Opportunities for candidates to observe and implement effective teaching strategies linked to coursework.

#### **Clinical Faculty:**

**Role:**

**Benefits:**

#### **Teacher Candidate:**

**Role:**

**Benefits:**

#### **P-12 Cooperating Teachers:**

**Role:**

**Benefits:**



**P-12 Students:**

**Role:**

**Benefits:**

**This agreement was co-constructed, by the parties below, to show the specific mutually agreeable expectations, role, and benefits of Clinical Faculty, Walsh Teacher Candidates, P-12 Cooperating Teachers, and P-12 students. This form will be signed by all parties before the field experience begins and at the conclusion.**

We accept the conditions of this agreement and authorize the placement of teacher candidates for field-based experiences. It is understood that if the conditions change, the University will provide a revised agreement.

**Before Field Experience:**

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Representative, School

Date

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Representative, Walsh University Division of Education

Date

**End of Field Experience: Evaluation**

     Field Experience was implemented as described above

     Recommendations:

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Representative, School

Date

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Representative, Walsh University Division of Education

Date

Please sign and return to:

Division of Education  
Administrative Assistant  
Walsh University  
2020 East Maple Street  
North Canton, OH 44720



# Cooperating Teacher Evaluations “Look Fors” For the Advanced Field Experience Form (Pre-CPAST<sup>1</sup>/Pre-Student Teaching): Dispositions

**Introduction:** This document is a resource guide for supervisors, cooperating teachers, and candidates to use in conjunction with the Pre-CPAST Form. It includes a suggested, **non-exhaustive** list of examples of qualities that may be useful in defining a candidate’s level of performance. It describes where a supervisor may find evidence for a particular row of the rubrics (“Sources of Evidence”), as well as how a candidate may achieve a particular rating (i.e., the qualities of their actions, found in “Possible Evidence”).

- Supervisors and cooperating teachers should use their professional judgment and consider the context-specific factors of the learning environment when using this document and determining a consensus score for the candidate.
- It is not expected that candidates will demonstrate evidence/behaviors for *all* the suggested “Look Fors” in a row.
- In an advanced field placement, students may complete these actions in collaboration with the cooperating teacher.

This document was developed with input from a variety of sources and stakeholders, including university supervisors and members of the CPAST Development Team and the UTEC Forms Subcommittee. Because development of this form is ongoing, some rows are more fully developed with examples than others.

#### Resources:

[Boston Public Schools Teacher Rubric with Suggested Teacher and Student Look Fors](#)  
[edTPA “Understanding the Rubric Progressions”](#)  
[InTASC Model Core Teaching Standards and Learning Progressions for Teachers](#)  
[ISTE Essential Conditions Rubric](#)  
[Marzano Teacher Evaluation Model by Washington State Criteria](#)  
[Rubric for Teacher Candidate During Clinical Experience](#)  
[NASPP Recognizing Rigorous and Engaging Teaching and Learning](#)

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<sup>1</sup> CPAST is the Candidate Preservice Assessment of Student Teaching (used as a formative and summative evaluation in student teaching experiences).



Item	Meets Expectations	Emerging	Does Not Meet Expectations
<b>Professional Commitment and Behaviors</b>			
<b>K. Demonstrates Punctuality</b>	<i>Reports on time for daily student teaching</i> AND Additional teacher engagements (e.g., IEPs, teacher committees)	<i>Inconsistently reports on time for daily student teaching</i> AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	<i>Does not report on time for student teaching</i> AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)
<b>Sources of Evidence:</b>	<ul style="list-style-type: none"> <li>• School placement sign-in sheet (in office)</li> <li>• Student teacher time log</li> <li>• Email/correspondence to stakeholders</li> <li>• School video</li> <li>• Timeliness of submission of documents (lesson plans, grades, reports, IEP documentation, etc.)</li> <li>• Conversations with and/or documentation from the mentor teacher</li> </ul>		
<b>Possible Evidence:</b>	<b>Meets Expectations</b> <ul style="list-style-type: none"> <li>• Consistent school and candidate time logs</li> <li>• Timely communication with mentors/supervisors</li> <li>• Timely and orderly submission of documents</li> </ul>	<b>Emerging</b> <ul style="list-style-type: none"> <li>• Gaps in sign-in data, or lacking confirmation</li> <li>• Inconsistently communicates with mentors/supervisors</li> <li>• Inconsistently completes or submits documents</li> </ul>	<b>Does Not Meet Expectations</b> <ul style="list-style-type: none"> <li>• Fails to communicate with Mentors/Supervisors</li> <li>• Fails to complete or submit documents</li> </ul>



Item	Meets Expectations	Emerging	Does Not Meet Expectations
<b>Professional Commitment and Behaviors</b>			
<b>L. Meets Deadlines and Obligations</b>	<p>Meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p>Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p>Provides clear and complete directions and lessons for substitutes</p>	<p>Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p>Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p>Provides incomplete directions and lessons for substitutes</p>	<p>Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor</p> <p>AND/OR</p> <p>Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND/OR</p> <p>Does not provide directions and lessons for substitutes</p>
<b>Sources of Evidence:</b>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Substitute file</li> <li>• Assignments/materials provided to cooperating teacher when requested</li> <li>• Calls, emails, text messages to inform of absence</li> <li>• Conversations with and/or documentation from the mentor teacher</li> </ul>		
<b>Possible Evidence:</b>	<b>Meets Expectations</b>	<b>Emerging/ Does Not Meet Expectations</b>	
<ul style="list-style-type: none"> <li>• Teacher call log</li> <li>• Signs in at school front desk daily</li> <li>• Teacher candidate submits plans to cooperating teacher by deadline</li> <li>• Follows university and district policy about absence notice (at minimum the district policy)</li> </ul>			
<ul style="list-style-type: none"> <li>• Deadlines are not met (lesson not prepared by deadline, no notification of absences)</li> <li>• Notification of absence occurs at last minute, after school day starts, or at an untimely time</li> </ul>			



Item	Meets Expectations	Emerging	Does Not Meet Expectations
<b>Professional Relationships</b>			
<b>M. Collaboration</b>	Demonstrates <b>collaborative</b> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)  AND <i>Attempts to work with and learn from colleagues in planning and implementing instruction</i>	<i>Demonstrates collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	<i>Does not demonstrate collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)
<b>Sources of Evidence:</b>	<ul style="list-style-type: none"> <li>• Observed behavior               <ul style="list-style-type: none"> <li>○ Interactions observed between teacher candidate and cooperating teacher</li> </ul> </li> <li>• Reports of behavior from other teachers and/or principals</li> <li>• Conversations during post-observation and three-way conferences</li> <li>• Conversations with and/or documentation from the mentor teacher</li> </ul>		
<b>Possible Evidence:</b>	<b>Meets Expectations</b>  The candidate: <ul style="list-style-type: none"> <li>• is able to name specific individuals with whom s/he has collaborated</li> <li>• exemplifies behaviors of a “strong school citizen”</li> <li>• can appropriately describe the roles of other professionals</li> </ul>	<b>Emerging</b>  The candidate responds to requests for collaborations (i.e., collaborations initiated by others)	<b>Does Not Meet Expectations</b>  The candidate: <ul style="list-style-type: none"> <li>• makes no effort to connect with other professionals</li> <li>• exhibits passive behaviors, e.g. does not follow through with establishing relationships</li> <li>• displays evidence of disrespect, e.g.:               <ul style="list-style-type: none"> <li>○ Rolling of eyes</li> <li>○ Disregarding cooperating teacher feedback</li> <li>○ Complaining</li> </ul> </li> </ul>



Item	Meets Expectations	Emerging	Does Not Meet Expectations
<b>Critical Thinking and Reflective Practice</b>			
<b>N. Responds Positively to Feedback and Constructive Criticism</b>	<p>Is receptive to <b>feedback, constructive criticism, supervision, and responds professionally</b></p> <p>AND</p> <p>Incorporates <b>feedback</b> (e.g., from cooperating teacher, university supervisor) <i>to improve practice</i></p>	<p>Is receptive to <b>feedback, constructive criticism, and supervision</b></p> <p>AND/OR</p> <p><i>Incorporates feedback inconsistently</i></p>	<p>Is <i>not</i> receptive to <b>feedback, constructive criticism, and supervision</b></p> <p>AND/OR</p> <p><i>Does not incorporate feedback</i></p>
<b>Sources of Evidence:</b>	<ul style="list-style-type: none"> <li>• Observation of teaching</li> <li>• Pre/post observation conferences</li> <li>• Conversations with and/or documentation from the mentor teacher</li> </ul>		
<b>Possible Evidence:</b>	<b>Meets Expectations</b>	<b>Emerging</b>	<b>Does Not Meet Expectations</b>
	<ul style="list-style-type: none"> <li>• Welcoming of, and grateful for, feedback offered by others</li> </ul>	<ul style="list-style-type: none"> <li>• May immediately incorporate feedback, but reverts to prior behavior/practice</li> <li>• Lacks timeliness (<i>incorporates feedback inconsistent</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates negative attitudes, resistance, and/or defensiveness toward feedback</li> <li>• No effort is made to incorporate feedback</li> </ul>