

# Walsh University

## *Division of Education*

### Pre-Clinical Handbook



**Aimee Ek**

**Director of Licensure & Clinical Placements**

**2020 East Maple Street**

**North Canton, Ohio 44720-3396**

**Telephone: 330-490-7421**

**Fax: 330-490-7326**

**Website: [www.walsh.edu](http://www.walsh.edu)**

# Handbook For:

## **AYA 437**

**Pre-Clinical General Methods**

*Integrated Language Arts*

*Integrated Mathematics*

*Integrated Science*

*Integrated Social Studies*

*Multi-Age Physical Education*

## **MCE 437**

**Pre-Clinical General Methods**

*Language Arts*

*Mathematics*

*Science*

*Social Studies*

## **ECE 410**

**Professional Practice: Pre-Student Teaching**

*Early Childhood*

*Early Childhood Intervention Specialist*

## **ISE 441**

**Professional Practice: Pre-Student Teaching**

*Intervention Specialist Mild/Moderate*

*Intervention Specialist Moderate/Intensive*



Dear Cooperating Teacher,

Many thanks for your willingness to participate in the Walsh University Teacher Preparation Program! As a cooperating teacher, your guidance and mentoring during the pre-clinical (pre-student teaching) and the clinical (student teaching) semesters will be a vital part of the professional preparation for your assigned candidate.

Each candidate will also be assigned a university supervisor and together you will work as a team to observe, evaluate, and grade the student teacher.

If you have any questions or concerns during this semester, do not hesitate to contact your candidate's pre-clinical instructor listed below or the Coordinator of Field and Clinical Placements.

Your time and expertise serving as a professional role model for our candidates are greatly appreciated!

Sincerely,

**Eugenia Johnson-Whitt, Ph.D**

Walsh University  
Division of Education  
2020 East Maple Street  
North Canton, OH 44720  
Office: (330) 490-7357  
Email: [ewhitt@walsh.edu](mailto:ewhitt@walsh.edu)

Instructor for Middle and High School Candidates

**Betty Marko, Ed.S.**

Walsh University  
Division of Education  
2020 East Maple Street  
North Canton, OH 44720  
Office: (330) 244-4730  
Email: [bmarko@walsh.edu](mailto:bmarko@walsh.edu)

Instructor for Early Childhood, Early Childhood Intervention Specialist and K-12 Intervention Specialist M/M and M/I Candidates

**Additional contact person:**

**Aimee Ek**

Director of Licensure & Clinical Placements  
Walsh University  
Division of Education  
2020 East Maple Street  
North Canton, OH 44720  
Office: (330) 244-4928  
Email: [ae@walsh.edu](mailto:ae@walsh.edu)

## WALSH UNIVERSITY

### The Foundation Upon Which Our Division Is Built

<p><b>Walsh University's Mission is:</b></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>
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<p><b>Walsh University's Vision is:</b></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>
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### THE DIVISION OF EDUCATION Who We Are And What We Believe

<p><b>Our <u>Mission</u> is:</b></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>
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<p><b>Our <u>Vision</u> is:</b></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>
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<p><b>Our <u>Philosophy</u> is:</b></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 <b>Judeo-Christian Tradition</b> in their developing professional roles, embrace <b>Diversity</b> through cultural responsiveness, and engage in <b>Service Learning</b>. These tenets come together in the division's overarching purpose as <b>Connecting Communities</b> and are evident in the unit's programs and candidates' proficiencies.</p>
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<p><b>Our <u>Purpose</u> is:</b></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>
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<p><b>Our <u>Goals and Expectations</u> for Candidates are:</b></p>	<p>The division has operationalized its three principles: Judeo-Christian Traditions, Diversity; and Service Learning, into the following candidate proficiencies for initial and advanced programs. Assessments of the proficiencies affirm the unit's expectation that all candidates will:</p>	
	<p style="text-align: center;"><b><u>Initial Programs :</u></b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of student learning and development and respect diversity</li> <li>2. Apply knowledge in the content area for which they have instructional responsibility</li> <li>3. Create and apply varied assessments to inform instruction, evaluate, and ensure student learning</li> <li>4. Plan and deliver effective instruction that advances the learning of each individual student</li> <li>5. Implement learning environments that promote high levels of learning and achievement</li> <li>6. Collaborate and communicate with other educators, administrators, students, and parents and the community to support student learning</li> <li>7. Demonstrate professionalism through assuming responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community</li> </ol>	<p style="text-align: center;"><b><u>Advanced Programs:</u></b></p> <ol style="list-style-type: none"> <li>1. Critique research and theories related to pedagogy, learning, and leadership</li> <li>2. Create intervention and teaching strategies, based on research and literature in the field, to meet the needs of all learners.</li> <li>3. Construct appropriate education artifacts reflecting best practices relative to 21st Century Skills.</li> <li>4. Analyze current professional teaching, leadership, and learning practices to determine those most appropriate for application.</li> <li>5. Use data to make decisions and inform their teaching and /or leadership practice in a transformative learning environment</li> </ol>

<p><b>Our <u>Candidate Dispositions</u> are:</b></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"> <li><b>F</b>airness to all students</li> <li><b>A</b> belief that all students can learn</li> <li><b>C</b>ommitment to the success of all students</li> <li><b>E</b>nthusiasm for teaching and learning, and</li> <li><b>S</b>ervice to others with a willing spirit.</li> </ul>
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# PART I: PRE-CLINICAL EXPERIENCE OVERVIEW

## Definition of Terms

Walsh University Division of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP). This handbook will use CAEP terms that might be unfamiliar to cooperating teachers.

Pre-Student Teaching will be referred to as the pre-clinical practice/semester.

Student Teacher will be referred to as the candidate or teacher candidate.

## General Structure

The pre-clinical semester directly proceeds the clinical semester. The pre-clinical class is 3 semester credit hour course plus 60-hours of field experience in your classroom. *Candidates must pass the pre-clinical class with a B- or better to move on to student teaching.* Candidates do take other courses during the pre-clinical semester. To accomplish the 60 field hours, candidates have been encouraged to spend at least 5 hours per week (all on one day if possible) to get a better understanding of a full school day and to create consistency for you and your students. If 5 hours at one time are not possible (because of the candidate's or cooperating teacher's schedule) then other options should be developed. Your candidate will return next semester for student teaching. Candidates and cooperating teachers will receive additional information about the clinical/student teaching later this semester.

## Three Types of Placements

- Most candidates have been assigned a **single placement** and will spend all 12 weeks at the same site with one cooperating teacher.
- Some Middle Childhood candidates have been assigned a **dual placement** (two teachers) for approximately 6 weeks each. Each cooperating teacher should receive a handbook and complete the required forms.
- Some Middle Childhood candidates have been assigned **two simultaneous cooperating teachers** and will divide the time between the teachers throughout the entire 12 weeks. Each cooperating teacher should receive a handbook and complete the required forms.

## Phases

The pre-clinical experience is divided into three phases. Some candidates will be able to assume certain responsibilities sooner than others. Note: Middle School candidates assigned to two cooperating teachers (6 weeks in each content area) will obviously have to move through the phases more quickly than a candidate assigned to one or more cooperating teachers for the entire 12 weeks.

### Phase I (Teacher Aide)

Observation

Clerical support

Discussions with cooperating teacher

Visit other classrooms

If possible, attend staff/departmental meetings, professional development, extra-curricular activities

Focus on classroom management and discipline models

***Cooperating teacher to complete Phase I evaluation form***

### Phase II (Tutor)

Continue above +

Plan for and provide tutorial or enrichment instruction to individuals and/or small groups

Provide in-class instruction to students needing help

Develop, administer (to a small group or whole class) and interpret an authentic assessment instrument

Begin lesson plan development and teaching to the whole group – ***at least one*** lesson by the conclusion of Phase II

Complete Teacher Work Sample

***Cooperating teacher to complete Phase II evaluation form***

### Phase III (Teaching)

Continue above +

Continue lesson plan development and whole group teaching; candidates are responsible for the development/teaching of ***four*** lessons by the conclusion of the Preclinical experience

Videotape one of these lessons

University supervisor should be contacted by the candidate to observe one of these lessons

***Cooperating teacher to complete Phase III evaluation form***

## PART II: RESPONSIBILITIES

### Responsibilities of the Teacher Candidate

The teacher candidate is required to complete several assignments during the pre-clinical semester:

1. Complete the **Pre-Clinical Observation Documentation** to learn about the school district, faculty, staff, students and community (cooperating teacher and principal are required to sign)
2. Develop, write, and teach a minimum of four lessons (on four different days)  
Note: Middle School candidates with a **dual placement** (two cooperating teachers for 6 weeks each) should teach 2 lessons with each teacher. Middle School candidates with two simultaneous cooperating teachers should also teach two lessons with each cooperating teacher.
3. All pre-clinical candidates are required to videotape one-two (1-2) of the four required lessons.  
**Early Childhood, Early Childhood Intervention Specialist and K-12 Intervention Specialist candidates will videotape one lesson**  
**Middle Childhood candidates will videotape two lessons (one in each content area)**  
**Adolescence to Young Adult candidates will videotape two lessons in their content area**
4. Complete the Pre-Teaching Conference form prior to each of the four required lessons and discuss it with the cooperating teacher
5. Complete a Teacher Work Sample Project. Develop, administer, and interpret the results from one assessment instrument
6. Complete the Walsh Time Log (cooperating teacher required to sign)

NOTE: The candidate should collaborate with the cooperating teacher before and during the development of all teaching especially in terms of content and scheduling.

### Responsibilities of the Cooperating Teacher

1. Introduce the candidate to the school, community, and school/district policies
2. Acquaint the candidate to the curriculum, learners' needs, and school procedures
3. Provide the candidate with a personal space
4. Provide frequent encouragement, constructive criticism, and acknowledgement of successes
5. Forms: (adjust list order a,b,...)
  - a. Complete the Phase I, II and III evaluation forms at the designated time, discuss each of them with the candidate, and give them to the candidate to return to the Walsh faculty
  - b. Discuss the Pre-Teaching Conference form with the candidate prior to each of the four required lessons
  - c. Complete the Post-Teaching Conference form with the candidate after each of the four required lessons  
**NOTE: Middle School candidates should teach two lessons with each assigned cooperating teacher and both cooperating teachers should complete the Phase I, II, and III evaluation forms.**
  - d. Initial the candidate's Time Log (weekly); at the conclusion of the pre-clinical experience, complete the front side and sign the back of this form
  - e. Complete the Pre-Clinical Practice Evaluation form at the conclusion of the placement
  - f. Complete the Walsh University Supervisor Appraisal form, put it in a sealed envelope, and return it to the candidate
  - g. Complete the Student Teaching Recommendation form, put it in a sealed envelope, and return it to the candidate
  - h. Complete the Pre-CPAST rubric
  - i. If applicable, complete the Commendation form, put it in a sealed envelope, and return it to the candidate
6. Give all forms to the candidate so he/she can return them to Walsh by the specified deadline
7. If you have any concerns about the candidate, immediately contact the university supervisor first so remediation can begin. If the concerns continue, please contact the candidate's pre-clinical instructor or the Director of Field Placements and Licensure.

### Responsibilities of the University Supervisor

A Walsh University supervisor will schedule an initial visit with the cooperating teacher at the school. The candidate does not have to be present. The supervisor is required to observe one (1) of the four lessons taught by the candidate. The candidate will arrange the observation date/time with the supervisor. Near the conclusion of the semester, the supervisor will complete the Pre-CPAST rubric and meet with the candidate and cooperating teacher. The supervisor will complete the Pre-CPAST consensus form. The same supervisor will be assigned to the candidate during the clinical semester and will observe a minimum of four (4) times.

## PART II: FORMS

This handbook and all forms included in this handbook can be found on the Walsh University website. Download materials as needed. <http://www.walsh.edu/student-teaching>

### **Forms Included in this Handbook**

Phase I, II, and II Evaluations

Pre Teaching Conference

Post Teaching Conference

Pre-Clinical Evaluation

Walsh University Supervisor Appraisal

Commendation/Concern Form

Emergency Medical

Observation Documentation for Pre-Clinical Experience

Transition #3- Pre-Clinical

Pre-CPAST Advanced Field Experience Form

**Walsh University**  
**Division of Education**  
**Pre-Clinical Experience**  
**Field Placement Evaluation: Phase I**

Pre-Clinical Candidate \_\_\_\_\_

District/Building Assignment \_\_\_\_\_ / \_\_\_\_\_

Please evaluate the candidate's performance on each of these course objectives.

Interpretation Guide: 3 = Target; 2 = Acceptable; 1= Unacceptable; N/A= Not Applicable

<b>Objectives 1-6 (Role = Teacher's Aide)</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
1. Demonstrated an awareness of the organization and procedures in the classroom in which he/she is placed				
2. Observed and maintained the discipline techniques that the cooperating teacher uses				
3. Demonstrated an understanding of the feedback methods (including the cooperating teacher's system of grading) utilized				
4. Assisted individual students and student groups				
5. Demonstrated initiative in providing help to the cooperating teacher				
6. Attended teacher meetings, parent conferences, professional development, extracurricular activities, and/or visited other classrooms				

**Personal/Professional Qualities Evidenced**

Please evaluate using 3 = Target; 2 = Acceptable; 1= Unacceptable; N/A= Not Applicable

	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
1. Attendance					4. Responsibility				
2. Punctuality					5. Cooperation				
3. Appearance					6. Attitude				

Should this candidate continue with the Pre-Clinical Teaching Experience?

\_\_\_ Yes    \_\_\_ No    \_\_\_ With Reservations (comments required)

Signature of Cooperating Teacher	Subject/Grade	Date
Signature of Candidate	Signature of University Instructor	

**Walsh University**  
**Division of Education**  
**Pre-Clinical Experience**  
**Field Placement Evaluation: Phase II**

Pre-Clinical Candidate \_\_\_\_\_

District/Building Assignment \_\_\_\_\_ / \_\_\_\_\_

Please evaluate this candidate's performance on each of these course objectives.

Interpretation Guide: 3 = Target; 2 = Acceptable; 1 = Unacceptable; N/A = Not Applicable

<b>Objectives 7-13 (Role =Tutor)</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
7. Taught lesson plans according to prescribed form and practices, and in collaboration with the cooperating teacher				
8. Assisted in the organizing and record keeping associated with classroom instruction				
9. Called students by name and began to develop a professional rapport with them				
10. Tutored individual students successfully				
11. Taught small groups effectively				
12. Prepared a differentiated assignment for one or more students				
13. Made contributions that enriched the classroom				

**Personal/Professional Qualities Evidenced**

Please evaluate using E 3 = Target; 2 = Acceptable; 1= Unacceptable; N/A = Not Applicable

	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
1. Interaction with students					4. Content knowledge				
2. Communication skills					5. Initiative				
3. Classroom Management skills					6. Reliability				

Should this candidate continue with the Pre-Clinical Teaching Experience?

\_\_\_ Yes     \_\_\_ No     \_\_\_ With Reservations (comments required)

Signature of Cooperating Teacher	Subject/Grade	Date
Signature of Candidate	Signature of University Instructor	

**Walsh University**  
**Division of Education**  
**Pre-Clinical Experience**  
**Field Placement Evaluation: Phase III**

Pre-Clinical Candidate \_\_\_\_\_

District/Building Assignment \_\_\_\_\_ / \_\_\_\_\_

Please evaluate this candidate's performance on each of these course objectives.

Interpretation Guide: 3 = Target; 2 = Acceptable; 1 = Unacceptable; N/A = Not Applicable

<b>Objectives 14-21(Role = Teacher's Assistant)</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
14. Interpreted the data from an authentic assessment instrument				
15. Engaged all students in meaningful class participation and varied activities				
16. Asked questions that require students to utilize higher order thinking skills				
17. Demonstrated mastery of content and skills being taught				
18. Evaluated student work accurately and provides meaningful feedback in a timely way				
19. Demonstrated a sense of proficiency during lessons he/she is teaching				
20. Integrated media effectively into lessons and activities				
21. Began to establish professional relationships with other school professionals				

**Personal/Professional Qualities Evidenced**

Please evaluate using 3 = Target; 2 = Acceptable; 1= Unacceptable; N/A = Not Applicable)

	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
1. Attendance					4. Responsibility				
2. Initiative					5. Creativity				
3. Appearance					6. Enthusiasm				

Should this candidate continue with the Pre-Clinical Teaching Experience?

Yes       No       With Reservations (comments required)

Signature of Cooperating Teacher	Subject/Grade	Date
Signature of Candidate	Signature of University Instructor	

Directions: The candidate should first discuss all items with the cooperating teacher and then complete this form prior to each of the four required lessons

Semester \_\_\_\_\_

Candidate \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

District and School \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Date and Time of Pre-Observation Conference \_\_\_\_\_

Date and Time Lesson Will Be Taught \_\_\_\_\_

1. The objective of this lesson is: (references to the Academic Content Standards or Common Core Standards and local course of study are to be expected here...additionally, what will students be empowered to DO, rather than KNOW as a result of the lesson)
2. These are the planned teaching/learning activities: (candidate should demonstrate various instructional techniques designed to maximize student engagement and thoughtful participation)
3. These are the materials, media, and/or technology that will be used:
4. These are the planned assessment methods by which students will INDIVIDUALLY demonstrate achievement of the lesson objective: (performance-based, meaningful, completed during the lesson)
5. The candidate requests that the cooperating teacher will focus on this particular aspect of his/her teaching during the observation:
6. Based on previous observations, I will also work on:

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Walsh University  
Division of Education  
Pre-Clinical Experience

Part I  
**Pre-Teaching Conference # 2**

Directions: The candidate should first discuss all items with the cooperating teacher and then complete this form prior to each of the four required lessons

Semester \_\_\_\_\_

Candidate \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

District and School \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Date and Time of Pre-Observation Conference \_\_\_\_\_

Date and Time Lesson Will Be Taught \_\_\_\_\_

1. The objective of this lesson is: (references to the Academic Content Standards or Common Core Standards and local course of study are to be expected here...additionally, what will students be empowered to DO, rather than KNOW as a result of the lesson)
  
2. These are the planned teaching/learning activities: (candidate should demonstrate various instructional techniques designed to maximize student engagement and thoughtful participation)
  
3. These are the materials, media, and/or technology that will be used:
  
4. These are the planned assessment methods by which students will INDIVIDUALLY demonstrate achievement of the lesson objective: (performance-based, meaningful, completed during the lesson)
  
5. The candidate requests that the cooperating teacher will focus on this particular aspect of his/her teaching during the observation:
  
6. Based on previous observations, I will also work on:

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Directions: The candidate should first discuss all items with the cooperating teacher and then complete this form prior to each of the four required lessons

Semester \_\_\_\_\_

Candidate \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

District and School \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Date and Time of Pre-Observation Conference \_\_\_\_\_

Date and Time Lesson Will Be Taught \_\_\_\_\_

1. The objective of this lesson is: (references to the Academic Content Standards or Common Core Standards and local course of study are to be expected here...additionally, what will students be empowered to DO, rather than KNOW as a result of the lesson)
  
2. These are the planned teaching/learning activities: (candidate should demonstrate various instructional techniques designed to maximize student engagement and thoughtful participation)
  
3. These are the materials, media, and/or technology that will be used:
  
4. These are the planned assessment methods by which students will INDIVIDUALLY demonstrate achievement of the lesson objective: (performance-based, meaningful, completed during the lesson)
  
5. The candidate requests that the cooperating teacher will focus on this particular aspect of his/her teaching during the observation:
  
6. Based on previous observations, I will also work on:

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Directions: The candidate should first discuss all items with the cooperating teacher and then complete this form prior to each of the four required lessons

Semester \_\_\_\_\_

Candidate \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

District and School \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Date and Time of Pre-Observation Conference \_\_\_\_\_

Date and Time Lesson Will Be Taught \_\_\_\_\_

1. The objective of this lesson is: (references to the Academic Content Standards or Common Core Standards and local course of study are to be expected here...additionally, what will students be empowered to DO, rather than KNOW as a result of the lesson)
2. These are the planned teaching/learning activities: (candidate should demonstrate various instructional techniques designed to maximize student engagement and thoughtful participation)
3. These are the materials, media, and/or technology that will be used:
4. These are the planned assessment methods by which students will INDIVIDUALLY demonstrate achievement of the lesson objective: (performance-based, meaningful, completed during the lesson)
5. The candidate requests that the cooperating teacher will focus on this particular aspect of his/her teaching during the observation:
6. Based on previous observations, I will also work on:

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Walsh University  
Division of Education  
Pre-Clinical Experience

Part II  
Post-Teaching Conference # 1

Directions: To be completed *by the Cooperating Teacher* after each of the four required lessons

Semester \_\_\_\_\_

Candidate \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

District and School \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Date and Time of Post Teaching Conference \_\_\_\_\_

Date and Time Lesson Was Taught \_\_\_\_\_

Here is a reconstruction of your lesson as I observed it:

Commendations:

Recommendations:

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Note: Signatures indicate the information was shared.

Directions: To be completed *by the Cooperating Teacher* after each of the four required lessons

Semester \_\_\_\_\_

Candidate \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

District and School \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Date and Time of Post Teaching Conference \_\_\_\_\_

Date and Time Lesson Was Taught \_\_\_\_\_

Here is a reconstruction of your lesson as I observed it:

Commendations:

Recommendations:

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

Note: Signatures indicate the information was shared.

Directions: To be completed *by the Cooperating Teacher* after each of the four required lessons

Semester \_\_\_\_\_

Candidate \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

District and School \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Date and Time of Post Teaching Conference \_\_\_\_\_

Date and Time Lesson Was Taught \_\_\_\_\_

Here is a reconstruction of your lesson as I observed it:

Commendations:

Recommendations:

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

Note: Signatures indicate the information was shared.

Directions: To be completed *by the Cooperating Teacher* after each of the four required lessons

Semester \_\_\_\_\_

Candidate \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

District and School \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Date and Time of Post Teaching Conference \_\_\_\_\_

Date and Time Lesson Was Taught \_\_\_\_\_

Here is a reconstruction of your lesson as I observed it:

Commendations:

Recommendations:

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Note: Signatures indicate the information was shared.



**WALSH UNIVERSITY SUPERVISOR APPRAISAL (PRE-CLINICAL SEMESTER)**

Name of University Supervisor \_\_\_\_\_

Name of Cooperating Teacher \_\_\_\_\_

Semester (Circle One)    Fall    Spring    Year \_\_\_\_\_    Today's Date \_\_\_\_\_

Directions: The cooperating teacher should complete this form and return it to the teacher candidate in a sealed envelope at the end of the placement. The candidate should return it to his/her pre-clinical instructor.

<b>The Walsh University Supervisor:</b>	YES	NO	NA
• Scheduled an initial meeting with the cooperating teacher to review what would take place during the pre-clinical semester, the handbook, and the forms			
• Made clear the role of the cooperating teacher			
• Made clear the role of the teacher candidate (observation, assisting, some teaching)			
• Completed the evaluation form (during the placement when the candidate taught required lesson) and discussed the observations with the candidate and cooperating teacher			
• Conducted him/herself in a professional, positive manner			
<b>The Walsh University Pre-Clinical Program:</b>			
• Was clearly presented in the Handbook			
• Prepares candidates for the Clinical (student teaching) Semester			

**Your Suggestions Are Valued!**





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2020 East Maple Street, North Canton, Ohio 44720-3336



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PHONE: 330-490-7325 • FAX: 330-490-7326 • www.walsh.edu

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## Emergency Medical Form For Pre-Clinical and Clinical Placements

Clinical and Pre-Clinical Candidates should complete this form and give it to their cooperating teacher at the beginning of each placement.

Semester \_\_\_\_\_ Today's Date \_\_\_\_\_

Teacher Candidate \_\_\_\_\_

Current Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Cell Phone \_\_\_\_\_ Other Phone \_\_\_\_\_

Email Address Checked Daily \_\_\_\_\_

Person to Contact in Case of Emergency \_\_\_\_\_

Day Phone \_\_\_\_\_ Evening Phone \_\_\_\_\_

Doctor \_\_\_\_\_ Phone \_\_\_\_\_

Dentist \_\_\_\_\_ Phone \_\_\_\_\_

Preferred Hospital \_\_\_\_\_

Health Insurance Company \_\_\_\_\_

Policy or I.D. Number \_\_\_\_\_

Describe any medical conditions (allergies, current medications, physical conditions) or religious beliefs regarding medical treatment that could affect an emergency situation.

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## OBSERVATION DOCUMENTATION FOR PRE-CLINICAL EXPERIENCE

Pre-clinical candidates should document as many identified categories as possible during their pre-clinical experience and provide a detailed description of the experiences and observations in the teacher candidate comments column. This form should be signed by the cooperating teacher and building principal. The pre-clinical instructor will assign a due date.

<b>Observed, Assisted and/or Attended</b>	<b>Date and Time</b>	<b>Teacher Candidate Comments</b>
Special education class/resource room		
Library/media center		
Computer lab class		
Art/music/physical education class		
Gifted/enrichment/AP class		
Bilingual/ESL/Title I class		
Lunchroom/cafeteria/bus duty		
Parent-teacher conference		
Building assembly		
In-service training		
Staff meeting		
<b>Shadowed</b>	<b>Date and Time</b>	<b>Teacher Candidate Comments</b>
Principal		
Assistant principal		
Counselor/psychologist		
Nurse/health care provider		
School office personnel		
Custodian/lunch personnel		
Teacher's aide		
Curriculum director/Department chair		

Teacher Candidate Name (printed)\_\_\_\_\_

Teacher Candidate's Signature \_\_\_\_\_

Cooperating Teacher's Signature\_\_\_\_\_

Building Principal's Signature\_\_\_\_\_

## **Walsh University** *Division of Education*

The Division of Education at Walsh University has four transition points in its Teacher Preparation Program:

- 1) EDUC 107
- 2) Teacher Preparation
- 3) Pre-Clinical (Pre-Student Teaching) Practice
- 4) Clinical (Student Teaching) Practice

### **Transition # 3**

#### **Pre-Clinical Practice (Pre-Clinical)**

Pre and student teaching are treated as “one placement” so students apply for both at the same time.

- Pre-clinical practice usually occurs during the first semester of the senior year.
- To apply, a student must have completed a minimum of 90 credits, have a cumulative 2.7 GPA, and 2.7 GPA in all education coursework.
- Two application meetings are offered per academic year (specific dates to be announced): September and February. Students are required attend the application meeting the semester prior to when they would pre-student teach.
- Students will be given the opportunity to provide input where they would like to pre-student teach. However, placements are ultimately finalized by the Field Placement Office. Pre-Clinical and student teaching are normally the same placement(s) and with the same cooperating teacher(s).
- Students who apply for Pre-Clinical will have their program sheets audited by the Licensure Office to be certain of eligibility.
- Handbooks, procedures, forms, etc. will be provided to guide students through the Pre-Clinical teaching semester. A University Supervisor will be assigned to each student to provide support and guidance.
- Students must maintain current background checks (BCI&I and FBI) during the Pre-Clinical semester.
- Students must apply for graduation during this semester. Check with the University Academic calendar for details.
- Students must pass Pre-Clinical with a B- or better, maintain a 2.7 GPA, and have no grades of Incomplete to proceed to the clinical semester.

Student's Printed Name\_\_\_\_\_

Student's Signature \_\_\_\_\_

My signature means I have read and understand Transition # 3.

Date \_\_\_\_\_