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PREFACE

Becoming an effective teacher is a rigorous and incremental process. The sequence and content for the Defiance College Teacher Education Programs are designed to help you achieve this goal. However, each candidate must take seriously his/her commitment to academic study and learning. In addition, it is the responsibility of each pre-candidate/candidate to become informed about the program requirements and expectations.

This handbook serves as a reference for all candidates interested in becoming a teacher and is considered to be an extension of the Defiance College Catalog. The College reserves the right to make changes as required in course offerings, curricula, policies, rules and regulations affecting pre-candidates/candidates in the Teacher Education Programs. Candidates should keep this handbook readily available and up-to-date as they progress through the teacher education program.

The professional/education faculty stands ready to assist you, and we wish you well as you pursue your career choice of becoming a teacher.

Teacher Education Faculty
Defiance College
DEFIANCE COLLEGE MISSION & LEARNING OUTCOMES

Defiance College provides students with rigorous academic programming and distinctive and dynamic service learning experiences. Moreover, Defiance College is recognized as a leader in using ever-changing student-centered approaches to lifelong learning. As a United Church of Christ related college, the Defiance College community of engaged learners is dedicated to developing the whole person through instilling within our students a search for truth, sensitivity to our world and diverse cultures within it; and an ability to lead in their chosen professions in a spirit of global service. Defiance college emphasizes learning based on the four pillars of our educational philosophy: to know, to understand, to lead and to serve.

To Know
We believe that the liberal arts are the broad basis for all learning. We affirm that academic excellence demands a commitment to truth, competency in research and other problem solving methods, the ability to synthesize knowledge from many sources, and the capacity for self-directed learning.

To Understand
We provide opportunities for students to perceive and make connections between the intellectual realm and the world. We strive to develop awareness of and sensitivity to global interdependence and diverse cultures.

To Lead
We are committed to the betterment of the community, the nation, and the world through the development of leadership skills and abilities. We provide opportunities for students to initiate and facilitate beneficial action in and out of the classroom and encourage self-reflection on the role of the dedicated leader.

To Serve
We encourage our students to serve their fellow students, their chosen fields of study, their communities and the world. We provide opportunities for them to transform society through civic engagement along with application of their knowledge and understanding to service.

Defiance College Learning Outcomes (as based on the educational philosophy of Defiance College as expressed through its mission statement and the interpretations of that statement, and applies to all academic majors.)

1. Develop effective communication skills, including the abilities to write and speak clearly and cogently.
   A. Demonstrate skill in public speaking including appropriate use of academic conventions.
   B. Demonstrate skill in writing including the ability to make and support an argument using appropriate academic convention.

2. Develop the ability to think critically and utilize critical thinking skills when problem solving.
   A. Demonstrate the ability to accurately summarize information from written text and demonstrate understanding through drawing appropriate conclusions.
   B. Demonstrate the ability to critique opposing or alternative theories, arguments, or theses.
3. Develop the ability to formulate value judgments: well-reasoned, ethically informed, and that give due consideration to the beliefs and individuality of others.
   A. Demonstrate an understanding of the ethical and moral implications of a given issue.
   B. Demonstrate an understanding of various belief systems.

4. Develop an understanding of quantitative reasoning and the scientific method as they relate to understanding the world.
   A. Demonstrate the ability to think and express concepts using mathematics.
   B. Demonstrate an understanding of the scientific method in the context of the biological sciences.
   C. Demonstrate an understanding of the scientific method in the context of the physical sciences.
   D. Demonstrate an understanding of the scientific method in the context of the social sciences.

5. Develop an appreciation of the importance of history, literature, and the arts for understanding the diverse and complex world in which we live.
   A. Demonstrate an understanding of how historical issues impact the present.
   B. Demonstrate an understanding of how literary forms and works help us to understand the human experience.
   C. Demonstrate an understanding of how the arts help us to understand the human experience.

6. Develop an understanding of the structures of societies and appreciate the importance of global societal differences.
   A. Demonstrate an understanding of the structures and processes of societies.
   B. Demonstrate an understanding of one’s self within society.
   C. Demonstrate an understanding of global societal differences through comparing and contrasting another society to one’s own.

7. Develop an understanding of the role of the citizen in communities through practical application of service, research, and leadership activities consistent with a practical liberal arts education.
   A. Engage in a service activity, and reflect on the connections between one’s self and the community.
   B. Identify the value of the community involvement to the individual and to the community.
   C. Engage in a project within one's major which benefits a community or communities and demonstrate professional skills including research and leadership in implementing the project.

The course syllabus for each education class should indicate how that class is related to the Candidates’ Outcomes and Proficiencies. This helps teacher candidates realize the broad aims of the program.

**ACCREDITATION**

Defiance College is accredited by the North Central Association of Colleges and Schools. The Teacher Education Program has received accreditation by the National Council for Accreditation of Teacher Education. All teacher licensure programs have been nationally recognized (approved) by either the appropriate professional organization in Early Childhood; Middle Childhood, Language Arts/Reading, Mathematics, Science, Social Studies; Adolescent to Young Adult Licenses in Integrated Language Arts, Integrated Math, Integrated Social Studies, Life Sciences, and Life Sciences and Chemistry, and Multi-age Licenses in Physical Education and Health, and in Visual Arts, or by the Ohio Board of Regents.
CONCEPTUAL FRAMEWORK AND CANDIDATE OUTCOMES

The Mission as stated above provides the foundation for the conceptual framework of the Teacher Education Program as well as the learner outcomes. The four Cornerstones of the Mission along with Foundational Concepts become the structure. Figure 1 displays this model.

**Figure 1.** Four pillars and key aspects of the Teacher Education Conceptual Framework
Defiance College Teacher Candidate Outcomes (based on the key aspects of the Defiance College Mission)

Basis in Liberal Arts Pillar 1 - To Know

1. Value learning in the liberal arts and sciences and have content knowledge to establish credibility as teachers and leaders in helping Ohio’s children master the content that is articulated in the Academic Content Standards.

Commitment to Truth Pillar 1 - To Know

2. Use information that is reliable, credible and reflects the best contemporary thinking about teaching and enhancing student learning and have the ability to disarm the misconceptions about professional practice that are based on incorrect information.

Competency in Problem Solving Pillar 1 - To Know

3. Use problem solving strategies as a tool for implementing, evaluating and revising classrooms routines, strategies and protocols to meet instructional goals and improve practice.

Ability to Synthesize Information Pillar 1 - To Know

4. Identify what is known (from action) and what is to be learned (in action) (Munby et al, 2001) as a way to facilitate synthesis and connection between experience, content knowledge and methodology.

Capacity for Self-directed Learning Pillar 1 - To Know

5. Value and demonstrate the capacity for self-directed learning in order to foster continual growth.

Sensitivity to Others in a Global Community Pillar 2 – To Understand

6. Choose instructional dialogue and discourse that reflect sensitivity to each member of the global community of learners and underscore an ethical obligation to understanding that dialogue and discourse have power and significance in the way that each learner perceives and responds to that discourse.

Develop Awareness of Diverse Cultures Pillar 2 - To Understand

7. Understand the major constructs related to diversity …and “make this knowledge useful in the organization of teaching and learning” (Gallego et al, 2001).

Self-Reflection Pillar 3 - To Lead

8. Value self-reflection and use the knowledge from reflection to inform and improve practice and aspire to the role of instructional leader.

Growth Through Service in Chosen Field of Study Pillar 4 - To Serve
9. Serve the field of education by acting in professionally moral ways and putting aside one’s personal preferences as the source of choosing professional behavior and action and base one’s professional behavior on the profession’s code of ethics in order to support all learners.

10. Transform passion to one’s profession through service beyond the requirements

**Proficiencies**

Proficiencies further define the knowledge and skills expected of each intern and all assessments are aligned with these proficiencies. Key proficiencies for pre-candidates/candidates are aligned with the teacher education learner outcomes. The proficiencies are:

1. To demonstrate academic content knowledge and skills
2. To demonstrate pedagogical knowledge and skill including technology
3. To foster student learning through appropriate instruction including technology
4. To use assessment information to plan future instruction
5. To demonstrate an understanding and value for diversity
6. To demonstrate professional dispositions in all aspects of teaching and professional life

**LICENSURE PROGRAMS**

The Defiance College Teacher Education Program offers the following Ohio Teacher Licensure Programs.

<table>
<thead>
<tr>
<th>Undergraduate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Licensure Program</strong></td>
</tr>
<tr>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Middle Childhood Education</td>
</tr>
<tr>
<td>Adolescent/Young Adult Education</td>
</tr>
<tr>
<td>Multi-Age Education</td>
</tr>
<tr>
<td>Intervention Specialist</td>
</tr>
<tr>
<td>ECE Endorsement</td>
</tr>
<tr>
<td>Middle Childhood Generalist Endorsement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Licensure Program</strong></td>
</tr>
<tr>
<td>Adolescent/Young Adult Education</td>
</tr>
<tr>
<td>Multi-Age Education</td>
</tr>
<tr>
<td>Intervention Specialist</td>
</tr>
</tbody>
</table>
### Undergraduate Post Baccalaureate Programs

<table>
<thead>
<tr>
<th>Licensure Program</th>
<th>Ages/Grades Served</th>
<th>Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education Endorsement</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>Middle Childhood Generalist Endorsement</td>
<td>4-6</td>
<td>Math, Science, Language Arts, Social Studies</td>
</tr>
</tbody>
</table>

Whenever changes in [Ohio Standards for Teacher Education and Licensure](#) are recommended by the Ohio Department of Education and the Ohio Board of Regents and passed into law by the Ohio State Legislature, requirements will necessarily be altered to comply with standards and regulations. Current programs being offered have been developed in response to the latest legislation.

### Reciprocity of Teaching Licenses

Many states issue their state’s teacher certification/licenses to the holders of valid Ohio teaching licenses without additional coursework and/or testing. Some states, however, place stipulations on the use of the teaching licenses to certain professional positions. Some states that do not use the Pearson (Ohio Educator Assessment) tests may require their own state’s developed tests. Some states require specific course work to be completed. In any case, it is always advisable to obtain the Ohio license and then seek licensure in another state. To try to get certification/licensure from another state without an Ohio License opens the door for many requirements to be placed upon the license seeker.

Candidates intending to teach in another state other than Ohio should contact the Education Department of that state to determine the requirements for holders of a license from another state. Almost all state departments of education have web sites that include information about this issue including the names, numbers, and email addresses of the proper persons to notify. Reciprocal agreements between Ohio and other states are also changing. Stay up to date by checking the web sites and contacting the appropriate offices to determine if the license you are seeking will transfer to another state.
Section II: Program Overview

CANDIDATE EXPECTATIONS AND REQUIREMENTS

1. Candidates are expected to adhere to all the policies of the college’s partner school and comply with all applicable policies, procedures and regulations of the school/district.

2. Candidates are expected to be familiar with and work toward the conduct outlined in the Licensure Code of Professional Conduct for Ohio Teachers from the beginning of their work through their career as a licensed professional educator.

3. Candidates are responsible for demonstrating professional conduct as defined by the Ohio Standards for the Teaching Profession, adopted by the Ohio State Board of Education in 2005. Criteria reflecting those standards are embedded in the Defiance College Teaching Observation Rubric and Intern Performance Assessment Rubric.

4. Candidates are expected to model appropriate language usage, spelling, mechanics, and handwriting in the classroom.

5. Candidates are expected to adhere to the college’s academic honesty policy as outlined in the undergraduate catalog.

6. Candidates enrolled in clinical experiences must complete all documentation as outlined in each course syllabus.

Professional Conduct

The Teacher Education Program promotes the development of professional conduct and active involvement in the broader profession. The expectations for professional conduct are of significance during all field experiences, beginning with the early clinical experience through the internship, especially given the responsibility for directly working with children.

Criminal Records Checks

Current BCI and FBI criminal background checks must be on file in the Teacher Education Office at regularly scheduled intervals throughout the Teacher Education Program in order to participate in any field experience. “Current” refers to reports which are less than 365 days old on the first day of classes for the given semester. Students must have background checks on file any semester in which they are enrolled in the following courses: ED330, ED339, ED349, ED350, ED371, ED397, ED410, ED412, ED438, ED498, ED578, ED658.

For more information on how to obtain your BCI and FBI criminal background records see the Criminal Background Information Sheet.
## Defiance College
### Assessment Benchmarks
#### Beginning, Advanced Methods and the Internship

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Beginning Methods</th>
<th>Advanced Content Methods</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Instructional Plan Rubric</strong></td>
<td>1.5 before observation on at least one Unit Plan</td>
<td>2.0 before observation on two Unit Plans</td>
<td>2.5 before observation on 2 Unit Plans</td>
</tr>
<tr>
<td><strong>Teaching Observation Rubric</strong></td>
<td>Two observations are required with the required benchmark score of 2.0 on at least one Teaching Observation Rubric</td>
<td>Two observations are required with the required benchmark score of at least 2.25 on two Teaching Observation Rubrics</td>
<td>Four observations are required with the required benchmark score of 2.5 on at least two Teaching Observation Rubrics</td>
</tr>
<tr>
<td><strong>Candidate Reflection Rubric</strong></td>
<td>1.5 on at least one Reflection Rubric following an observation</td>
<td>2.00 on two Reflection Rubrics following two observations</td>
<td>2.5 on at least two Reflection Rubrics following observations</td>
</tr>
<tr>
<td><strong>Disposition Rating Form</strong></td>
<td>Mean = 3</td>
<td>Mean = 3</td>
<td>Mean = 3.2 (final)</td>
</tr>
<tr>
<td><strong>Intern Performance Assessment Instrument</strong></td>
<td>NA</td>
<td>NA</td>
<td>2.0 overall average with no 1’s or 0’s (Final only)</td>
</tr>
<tr>
<td><strong>Field Assessment Form</strong></td>
<td>Mean = 3</td>
<td>Mean = 3</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Teacher Performance Assessment Rubrics</strong></td>
<td>NA</td>
<td>NA</td>
<td>Level 3 on all specified rubrics</td>
</tr>
</tbody>
</table>
SECTION III: Teacher Education Council

DESCRIPTION AND RESPONSIBILITIES

The Teacher Education Council is comprised of the following members:

- Director of Education, who chairs the TEC
- Director of Educational Partnerships
- One member from each division that offers required content courses in one or more education licensure areas (two year terms)
- One additional faculty member from the teacher education program (two year term)
- Assistant Dean of Students
- Coordinator of CAEP and Clinical Experiences

The responsibilities of the Teacher Education Council include:

- To formulate and monitor policies and procedures relating to the teacher education programs.
- To evaluate candidates for admission to the Teacher Education Program.
- To hold hearings to determine whether a candidate should be removed from a clinical placement or removed from the Teacher Education program.
- For candidates removed from a clinical placement or from the program, the Teacher Education Council will determine criteria for the candidate to be returned to Satisfactory status, to return to their clinical experiences or to be readmitted to the program.
- To monitor and hear appeals and grievances on program matters related to candidate standing, clinical experiences and candidate evaluations.

APPEALS PROCESS

Pre-candidates may appeal a decision of the Teacher Education Council by submitting a letter indicating what they wish to appeal and the basis or reasons for appeal. All appeal letters should be submitted to the Director of Education.

The written appeal should state the reason(s) for the appeal and provide evidence supporting the pre-candidate’s position that the Teacher Education Council’s decision should be changed. The Director of Education will review the appeal and schedule a meeting of the Teacher Education Council. Pre-candidates/candidates are required to present their appeal in person to the Teacher Education Council so questions can be answered or clarifications be made. The Teacher Education Council will then discuss the appeal and reach a decision. The decision of the Teacher Education Council is final.
SECTION IV: Program Advancement & Guidelines

ADVANCEMENT IN THE TEACHER EDUCATION PROGRAM

(See the Gates Chart that further illustrates the requirements for advancement through the Teacher Education Program.)

Advancement to Beginning Methods – After Admission to the Program

Once a candidate has been admitted to the Teacher Education Program, he/she may proceed to the next Gate in the program by enrolling in ED 340/339 (middle childhood or visual arts majors), ED 347/370/371 (adolescent and young adult, physical education/health and visual arts majors), 332/335/330 (early childhood majors) as indicated in the program sequence for the candidate’s major licensure area.

1. Under no circumstances will a pre-candidate be permitted to take Education 300 and 400 level courses (including ED, PE, and HE methods courses) before regular or conditional admittance into the program is granted.
2. No grade of “C-” or below will be accepted in any Education course.

Advancement to the Content Methods – Pass Through Gate 2

By the time pre-candidates reach this gate or transition point, they will have completed Beginning Methods and the accompanying practicum experiences. To advance to content methods, candidates must have met the following criteria

1. Maintained an overall GPA of 2.90.
2. No grade of C- or below in any education classes including PE and HE methods courses.
3. Demonstrated understanding of the Unit Instructional Plan (See Task Stream) by writing two unit plans using an idea from a commercial text, district’s basal series or teacher idea and meeting the benchmark score for Beginning Methods on at least one Unit Plan Rubric (See Task Stream).
4. Demonstrated competence at implementing the Unit Instructional Plan by meeting the benchmark score for Beginning Methods on at least one Teaching Observation Rubric.
5. Met the benchmark score on the Field Assessment Form for Beginning Methods.
6. Demonstrated high levels of desirable behavior on DC Dispositions by meeting the benchmark score on the Disposition Ratings Form.
7. Have registered to take or have taken the appropriate Ohio Assessment for Educators (Pearson) Content Knowledge Exam.
8. Free of social or academic sanction, arrests or convictions that would preclude the candidate from obtaining a teaching license in Ohio.

Advancement to the Internship – Pass Through Gate 3

By the time candidates reach this gate, they will all have completed advanced field experience (ED 338 – ECE; ED 349–Middle Childhood; ED 349 or ED 497 - Visual Arts; ED 497–AYA, Physical Education and
Health) and the corresponding methods courses that accompany each field, with no grade of C- or below and a Pass in field experience.

Candidates planning to do their Internship during the senior year must file an application with the Teacher Education Office two semesters prior to the internship.

1. Have a 2.90 GPA overall and in the teaching major(s) for all licensure areas. Please see the Major Course Lists of the applicable courses for each licensure area:
   - Early Childhood Education
   - Middle Childhood
   - Multi-Age
   - AYA
2. No grade of C- or below in any education classes including PE and HE methods courses.
3. Have taken the appropriate Ohio Assessment for Educators Content Knowledge Exam.
4. Demonstrated understanding of the Unit Instructional Plan by writing a plan using an idea from a commercial text, district’s basal series, or teacher idea and meeting the benchmark score for Advanced Methods on two Unit Plan Rubrics.
5. Demonstrated competence at implementing the Unit Instructional Plan by meeting the benchmark score for Advanced Methods on two Teaching Observation Rubrics.
6. Met the benchmark score on the Field Assessment Form for Advanced Methods.
7. Met course goals from advanced methods, reading courses and field courses.
8. Demonstrated high levels of desirable behavior on DC Dispositions by meeting the benchmark score on the Disposition Ratings Form.
9. Free of social or academic sanction, arrests or convictions that preclude him/her from obtaining an Ohio teaching license or there is an open case against the candidate.
10. Successfully completed all education and content requirements other than the internship.

Exit From The Program – Pass Through Gate

To exit from the program and be considered a Program Completer, candidates must have met the following criteria.

1. Successfully completed 15 weeks of a full time Internship in the grade and/or content covered by their licensure area.
2. Met the benchmark scores on the TPA Assessment section.
3. Developed, implemented and evaluated Unit Plans appropriate for a specified group of learners and met the benchmark score for the Internship on the Unit Plan Rubrics for two separate Unit Plans.
4. Demonstrated competence at implementing the Unit Plan by meeting the benchmark score for the Internship on the Teaching Observation Rubric.
5. Developed a set of goals that could be the basis of work in the Ohio Resident Educator Program.
6. Demonstrated skill at reflection by meeting the Benchmark Score on the Unit Plan Reflection Rubric for the Internship.
7. Shown continuous improvement across the semester and met benchmark score on Intern Performance Assessment Rubric (See Task Stream)
8. Meet the Disposition Ratings benchmark for the Internship.

See page 12 for the Assessment Benchmark Chart. All forms mentioned above will be completed on TaskStream.
ADDITIONAL GUIDELINES AND POLICIES

Probationary Admission/Status

A candidate who originally was given full admission to the Teacher Education Program may be changed to probationary status if disposition ratings indicate consistently low patterns in one or more disposition, the candidate displays behavior in classes that does not help maintain a positive learning environment, a P-12 teacher or principal raises a caution about the candidate or the candidate does not meet minimum criteria on rubrics, the candidate has an arrest or open case after the TEC decision was rendered, or the candidate does not meet the required benchmark score on other required assessments such as the disposition rating form and/or Field Assessment Form. If a candidate is placed on probationary status, a contract will be drawn up to clearly indicate to the candidate what must be changed in order to be removed from probationary status. Candidates who fail to have their probationary status removed after the time designated in the contract will be removed from the program. A candidate may be placed on probation any time during which he/she is enrolled in the education program.

Removal of a Candidate

In the event that a candidate’s performance drops below a satisfactory level, the school district will contact the internship supervisor, the Coordinator of CAEP and Clinical Experience, or the Director of Education so a conference can be arranged to discuss the concerns and chart a course of action. The removal of a candidate should be a joint decision between the district and the College. However, if a candidate’s behavior is deemed to be unsafe or inappropriate, is seen as a risk to the children, illegal, or is a detriment to the integrity of the learning environment, the building principal, or mentor teacher may remove the candidate immediately and a follow-up conference will be scheduled with all parties involved.

Appeals Process

Candidates may appeal a decision of the Teacher Education Council by submitting a letter indicating what they wish to appeal and the basis or reasons for appeal. All appeal letters should be submitted to the Director of Education.

The written appeal should state the reasons for the appeal and provide evidence supporting the candidate’s position that the Teacher Education Council’s decision should be changed. The Director of Education will review the appeal and schedule a meeting of the Teacher Education Council so questions can be answered or clarifications be made. The Teacher Education council will them discuss the appeal to reach a decision. The decision of the Teacher Education Council is final.

Required Tests

The Ohio Assessment of Educator (Pearson) Content test(s) are to be taken in order to continue into the Internship. In order to ensure that candidates have met this requirement, candidates must take the appropriate Pearson content test(s) by mid-term of the fall semester of the senior year, during the advanced methods semester.

The State of Ohio has adopted the Ohio Assessment of Educators (Pearson) Tests as the required standardized tests for Ohio teacher licensure. Candidates are required to take the appropriate content and pedagogical knowledge exams specific to their area(s) of licensure, and to achieve the scores determined by
the Ohio Department of Education prior to the issuance of a teacher's license. Both exams must be passed in order for a candidate to receive licensure.

The Defiance College Teacher Education Program requires that the content test be taken before the internship. It is recommended that the pedagogical knowledge test is also taken before or during the internship, but both tests may be taken again at a later date in the event that they are not passed. Both tests must be taken and passed in order to be recommended for licensure in the State of Ohio. There is no limit on the number of times the tests may be taken to achieve the minimum scores.

More information, including how to register for the tests is available on the bulletin board in Dana Hall, just across from Dana 11. You may also go to www.oh.nesinc.com or www.ets.org/praxis for AYA Life Science and Chemistry majors ONLY.
In this section of the handbook we have attempted to bring together various policies and procedures related to the beginning practicum at Defiance College including the roles and responsibilities of all parties involved in the beginning practicum experience. It is written to be of particular help to the mentor teachers and to the methods candidates.

The beginning practicum is the initial clinical experience in the professional education sequence at Defiance College. The beginning practicum is a time for developing an initial understanding of the instructional planning and strategies under the guidance of the mentor teacher, the methods instructor and college supervisor.

Further, the beginning practicum offers methods candidates the opportunity to work toward an understanding of the Teacher Education Outcomes and Proficiencies as they relate to the K-12 classroom environments, sets of behaviors that have been written to reflect the knowledge, skills and dispositions of Defiance College Teacher Education graduates. These outcomes have been derived from the concepts in the College Mission of To Know, To Learn, To Serve and To Understand.

### Early Childhood Education

Early Childhood Education majors participate in the 80 hour beginning practicum while they are enrolled in ED334 Social Studies Methods and ED335 Reading and Language Arts Methods. Candidate expectations are outlined below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessed By</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Plan Rubric</strong></td>
<td>Methods Instructor</td>
<td>Candidates must complete 2 unit plans across the semester, one in each methods course. These unit plans will be uploaded to TaskStream and scored by the methods instructor using the Unit Plan Rubric. To proceed to Advanced Methods, the candidate must receive a score of 1.5 on at least one Unit Plan.</td>
</tr>
<tr>
<td><strong>Teaching Observation Rubric</strong></td>
<td>College Supervisor</td>
<td>Candidates will be observed twice during the semester by a college supervisor, once in each content area. The observations will be scored by the supervisor in TaskStream using the Teaching Observation Rubric. To proceed to Advanced Methods, the candidate must receive a score of 2.0 on at least one Teaching Observations.</td>
</tr>
<tr>
<td><strong>Unit Plan Reflection Rubric</strong></td>
<td>College Supervisor</td>
<td>Candidates will complete two Unit Plan Reflections during the semester, one for each Teaching</td>
</tr>
</tbody>
</table>


Observation. The Unit Plan Reflections will be scored by the college supervisor on TaskStream using the Unit Plan Reflection Rubric.

To proceed to Advanced Methods, the candidate must receive a score of 1.5 on at least one Unit Plan Reflection.

<table>
<thead>
<tr>
<th>Field Assessment Form</th>
<th>Mentor Teacher</th>
<th>Candidates will be assessed at midterm and final on the Field Assessment Form. The candidates cooperating teacher will complete this assessment on TaskStream.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>To proceed Advanced Methods, the candidate must receive a preponderance of 3 or higher in their scores.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dispositional Assessment</th>
<th>Mentor Teacher</th>
<th>Candidates will be assessed at midterm and final on the Dispositional Assessment. The candidates cooperating teacher will complete this assessment on TaskStream.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>To proceed Advanced Methods, the candidate must receive an average score of 3 or higher.</td>
</tr>
</tbody>
</table>

### Middle Childhood Education

Middle Childhood Education majors participate in the 40 hour beginning practicum while they are enrolled in ED340 Principles and Practices of Middle Childhood. Candidate expectations are outlined below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessed By</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plan Rubric</td>
<td>Methods Instructor</td>
<td>Candidates must complete 2 unit plans across the semester, one in each of their selected content areas. These unit plans will be uploaded to TaskStream and scored by the methods instructor using the Unit Plan Rubric.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To proceed to Advanced Methods, the candidate must receive a score of 1.5 on at least one Unit Plan.</td>
</tr>
<tr>
<td>Teaching Observation Rubric</td>
<td>College Supervisor</td>
<td>Candidates will be observed twice during the semester by a college supervisor, once in each content area. The observations will be scored by the supervisor in TaskStream using the Teaching Observation Rubric.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To proceed to Advanced Methods, the candidate must receive a score of 2.0 on at least one Teaching Observations.</td>
</tr>
<tr>
<td>Unit Plan Reflection Rubric</td>
<td>College Supervisor</td>
<td>Candidates will complete two Unit Plan Reflections during the semester, one for each Teaching</td>
</tr>
</tbody>
</table>
**Field Assessment Form**  
Mentor Teacher  
Candidates will be assessed at midterm and final on the Field Assessment Form. The candidates cooperating teacher will complete this assessment on TaskStream.

To proceed Advanced Methods, the candidate must receive a preponderance of 3 or higher in their scores.

**Dispositional Assessment**  
Mentor Teacher  
Candidates will be assessed at midterm and final on the Dispositional Assessment. The candidates cooperating teacher will complete this assessment on TaskStream.

To proceed Advanced Methods, the candidate must receive an average score of 3 or higher.

### Adolescent to Young Adult and Multi-Age Health and Physical Education

Adolescent to Young Adult Education majors participate in the 40 hour beginning practicum while they are enrolled in ED370 Teaching Secondary Students. Candidate expectations are outlined below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessed By</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Plan Rubric</strong></td>
<td>Methods Instructor</td>
<td>Candidates must complete 2 unit plans across the semester. These unit plans will be uploaded to TaskStream and scored by the methods instructor using the Unit Plan Rubric.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To proceed to Advanced Methods, the candidate must receive a score of 1.5 on at least one Unit Plan.</td>
</tr>
<tr>
<td><strong>Teaching Observation Rubric</strong></td>
<td>College Supervisor</td>
<td>Candidates will be observed twice during the semester by a college supervisor. The observations will be scored by the supervisor in TaskStream using the Teaching Observation Rubric.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To proceed to Advanced Methods, the candidate must receive a score of 2.0 on at least one Teaching Observations.</td>
</tr>
<tr>
<td><strong>Unit Plan Reflection Rubric</strong></td>
<td>College Supervisor</td>
<td>Candidates will complete two Unit Plan Reflections during the semester, one for each Teaching Observation. The Unit Plan Reflections will be scored by the college supervisor on TaskStream using the Unit Plan Reflection Rubric.</td>
</tr>
</tbody>
</table>

To proceed to Advanced Methods, the candidate must receive a score of 1.5 on at least one Unit Plan Reflection.
scored by the college supervisor on TaskStream using the Unit Plan Reflection Rubric. To proceed to Advanced Methods, the candidate must receive a score of 1.5 on at least one Unit Plan Reflection.

Field Assessment Form  Mentor Teacher
Candidates will be assessed at midterm and final on the Field Assessment Form. The candidates cooperating teacher will complete this assessment on TaskStream.

To proceed Advanced Methods, the candidate must receive a preponderance of 3 or higher in their scores.

Dispositional Assessment  Mentor Teacher
Candidates will be assessed at midterm and final on the Dispositional Assessment. The candidates cooperating teacher will complete this assessment on TaskStream.

To proceed Advanced Methods, the candidate must receive an average score of 3 or higher.

**Multi-Age Intervention Specialist: Mild-to-Moderate**

Adolescent to Young Adult Education majors participate in the 40 hour beginning practicum while they are enrolled in ED308 Mathematics, Science and Social Studies Methods for Mild to Moderate Disabilities. Candidate expectations are outlined below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessed By</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plan Rubric</td>
<td>Methods Instructor</td>
<td>Candidates must complete 2 unit plans across the semester. These unit plans will be uploaded to TaskStream and scored by the methods instructor using the Unit Plan Rubric. To proceed to Advanced Methods, the candidate must receive a score of 1.5 on at least one Unit Plan.</td>
</tr>
<tr>
<td>Teaching Observation Rubric</td>
<td>College Supervisor</td>
<td>Candidates will be observed twice during the semester by a college supervisor. The observations will be scored by the supervisor in TaskStream using the Teaching Observation Rubric. To proceed to Advanced Methods, the candidate must receive a score of 2.0 on at least one Teaching Observations.</td>
</tr>
<tr>
<td>Unit Plan Reflection Rubric</td>
<td>College Supervisor</td>
<td>Candidates will complete two Unit Plan Reflections during the semester, one for each Teaching Observation. The Unit Plan Reflections will be</td>
</tr>
</tbody>
</table>
| Field Assessment Form | Mentor Teacher | scored by the college supervisor on TaskStream using the Unit Plan Reflection Rubric.

To proceed to Advanced Methods, the candidate must receive a score of 1.5 on at least one Unit Plan Reflection.

Candidates will be assessed at midterm and final on the Field Assessment Form. The candidates cooperating teacher will complete this assessment on TaskStream.

To proceed Advanced Methods, the candidate must receive a preponderance of 3 or higher in their scores.

Disposition Assessment | Mentor Teacher | Candidates will be assessed at midterm and final on the Dispositional Assessment. The candidates cooperating teacher will complete this assessment on TaskStream.

To proceed Advanced Methods, the candidate must receive an average score of 3 or higher.
Section VI: Advanced Methods

PREFACE

In this section of the handbook we have attempted to bring together various policies and procedures related to the advanced practicum at Defiance College including the roles and responsibilities of all parties involved in the advanced practicum. It is written to be of particular help to the mentor teachers and to the methods candidates.

The advanced practicum is the intermediate clinical experience in the professional education sequence at Defiance College. The advanced practicum is a time for developing a deeper understanding of instructional planning and strategies and their application to the content area under the guidance of the mentor teacher, the methods instructor and college supervisor.

Further, the advanced practicum offers methods candidates the opportunity to work toward deepening their understanding of the Teacher Education Outcomes and Proficiencies as they relate to the K-12 classroom environments, sets of behaviors that have been written to reflect the knowledge, skills and dispositions of Defiance College Teacher Education graduates. These outcomes have been derived from the concepts in the College Mission of To Know, To Learn, To Serve and To Understand.

Early Childhood Education

Early Childhood Education majors participate in the 120 hour advanced practicum while they are enrolled in ED332 Mathematics Methods and ED333 Science Methods. Candidate expectations are outlined below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessed By</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plan Rubric</td>
<td>Methods Instructor</td>
<td>Candidates must complete 2 unit plans across the semester, one in each methods course. These unit plans will be uploaded to TaskStream and scored by the methods instructor using the Unit Plan Rubric. To proceed to the internship, the candidate must receive a score of 2.0 on both Unit Plans.</td>
</tr>
<tr>
<td>Teaching Observation Rubric</td>
<td>College Supervisor</td>
<td>Candidates will be observed twice during the semester by a college supervisor, once in each content area. The observations will be scored by the supervisor in TaskStream using the Teaching Observation Rubric. To proceed to the internship, the candidate must receive a score of 2.25 on both Teaching Observations.</td>
</tr>
<tr>
<td>Unit Plan Reflection Rubric</td>
<td>College Supervisor</td>
<td>Candidates will complete two Unit Plan Reflections during the semester, one for each Teaching Observation. The Unit Plan Reflections will be...</td>
</tr>
</tbody>
</table>
To proceed to the internship, the candidate must receive a score of 2.0 on both Unit Plan Reflections.

Candidates will be assessed at midterm and final on the Field Assessment Form. The candidates cooperating teacher will complete this assessment on TaskStream.

To proceed to the internship, the candidate must receive a preponderance of 3 or higher in their scores.

Candidates will be assessed at midterm and final on the Dispositional Assessment. The candidates cooperating teacher will complete this assessment on TaskStream.

To proceed to the internship, the candidate must receive an average score of 3 or higher.

Middle Childhood Education

Middle Childhood Education majors participate in the 80 hour advanced practicum while they are enrolled in ED342, 343, 344, or 345; their respective content methods for middle childhood. Candidate expectations are outlined below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessed By</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plan Rubric</td>
<td>Methods Instructor</td>
<td>Candidates must complete 2 unit plans across the semester, one in each of their selected content areas. These unit plans will be uploaded to TaskStream and scored by the methods instructor using the Unit Plan Rubric. To proceed to the internship, the candidate must receive a score of 2.0 on both Unit Plans.</td>
</tr>
<tr>
<td>Teaching Observation Rubric</td>
<td>College Supervisor</td>
<td>Candidates will be observed twice during the semester by a college supervisor, once in each content area. The observations will be scored by the supervisor in TaskStream using the Teaching Observation Rubric. To proceed to the internship, the candidate must receive a score of 2.25 on both Teaching Observations.</td>
</tr>
<tr>
<td>Unit Plan Reflection Rubric</td>
<td>College Supervisor</td>
<td>Candidates will complete two Unit Plan Reflections during the semester, one for each Teaching Observation. The Unit Plan Reflections will be evaluated on TaskStream. To proceed to the internship, the candidate must receive a score of 2.0 on both Unit Plan Reflections.</td>
</tr>
</tbody>
</table>
scored by the college supervisor on TaskStream using the Unit Plan Reflection Rubric.

To proceed to the internship, the candidate must receive a score of 2.0 on both Unit Plan Reflections.

| Field Assessment Form | Mentor Teacher | Candidates will be assessed at midterm and final on the Field Assessment Form. The candidates cooperating teacher will complete this assessment on TaskStream.

To proceed Advanced Methods, the candidate must receive a preponderance of 3 or higher in their scores. |
| Dispositional Assessment | Mentor Teacher | Candidates will be assessed at midterm and final on the Dispositional Assessment. The candidates cooperating teacher will complete this assessment on TaskStream.

To proceed Advanced Methods, the candidate must receive an average score of 3 or higher. |

**Adolescent to Young Adult**

Adolescent to Young Adult Education majors participate in the 80 hour advanced practicum while they are enrolled in either ED352, 353, 354 or 355; their respective content methods for adolescent to young adult. Candidate expectations are outlined below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessed By</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Plan Rubric</strong></td>
<td>Methods Instructor</td>
<td>Candidates must complete 2 unit plans across the semester. These unit plans will be uploaded to TaskStream and scored by the methods instructor using the Unit Plan Rubric. To proceed to the internship, the candidate must receive a score of 2.0 on both Unit Plans.</td>
</tr>
<tr>
<td><strong>Teaching Observation Rubric</strong></td>
<td>College Supervisor</td>
<td>Candidates will be observed twice during the semester by a college supervisor. The observations will be scored by the supervisor in TaskStream using the Teaching Observation Rubric. To proceed to the internship, the candidate must receive a score of 2.25 on both Teaching Observations.</td>
</tr>
<tr>
<td><strong>Unit Plan Reflection Rubric</strong></td>
<td>College Supervisor</td>
<td>Candidates will complete two Unit Plan Reflections during the semester, one for each Teaching Observation. The Unit Plan Reflections will be scored by the college supervisor on TaskStream using the Unit Plan Reflection Rubric.</td>
</tr>
</tbody>
</table>
To proceed to the internship, the candidate must receive a score of 2.0 on both Unit Plan Reflections.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessed By</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Assessment Form</td>
<td>Mentor Teacher</td>
<td>Candidates will be assessed at midterm and final on the Field Assessment Form. The candidates cooperating teacher will complete this assessment on TaskStream. To proceed Advanced Methods, the candidate must receive a preponderance of 3 or higher in their scores.</td>
</tr>
<tr>
<td>Dispositional Assessment</td>
<td>Mentor Teacher</td>
<td>Candidates will be assessed at midterm and final on the Dispositional Assessment. The candidates cooperating teacher will complete this assessment on TaskStream. To proceed Advanced Methods, the candidate must receive an average score of 3 or higher.</td>
</tr>
</tbody>
</table>

**Multi-Age Health and Physical Education**

Multi-Age Health and Physical Education majors participate in the 80 hour advanced practicum while they are enrolled in HE376 School Health Instruction and PE317 Secondary School Physical Education Methods. Candidate expectations are outlined below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessed By</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plan Rubric</td>
<td>Methods Instructor</td>
<td>Candidates must complete 2 unit plans across the semester, one in each content area. These unit plans will be uploaded to TaskStream and scored by the methods instructor using the Unit Plan Rubric. To proceed to the internship, the candidate must receive a score of 2.0 on both Unit Plans.</td>
</tr>
<tr>
<td>Teaching Observation Rubric</td>
<td>College Supervisor</td>
<td>Candidates will be observed twice during the semester by a college supervisor, once in each content area. The observations will be scored by the supervisor in TaskStream using the Teaching Observation Rubric. To proceed to the internship, the candidate must receive a score of 2.25 on both Teaching Observations.</td>
</tr>
<tr>
<td>Unit Plan Reflection Rubric</td>
<td>College Supervisor</td>
<td>Candidates will complete two Unit Plan Reflections during the semester, one for each Teaching Observation. The Unit Plan Reflections will be scored by the college supervisor on TaskStream using the Unit Plan Reflection Rubric.</td>
</tr>
</tbody>
</table>
To proceed to the internship, the candidate must receive a score of 2.0 on both Unit Plan Reflections.

**Field Assessment Form**
- **Candidate**: Mentor Teacher
- **Assessment**: Candidates will be assessed at midterm and final on the Field Assessment Form. The candidates cooperating teacher will complete this assessment on TaskStream.
- **Score Requirement**: To proceed Advanced Methods, the candidate must receive a preponderance of 3 or higher in their scores.

**Dispositional Assessment**
- **Candidate**: Mentor Teacher
- **Assessment**: Candidates will be assessed at midterm and final on the Dispositional Assessment. The candidates cooperating teacher will complete this assessment on TaskStream.
- **Score Requirement**: To proceed Advanced Methods, the candidate must receive an average score of 3 or higher.

### Multi-Age Intervention Specialist: Mild-to-Moderate

Adolescent to Young Adult Education majors participate in the 40 hour beginning practicum while they are enrolled in ED309 Reading and Writing Methods for Mild to Moderate Disabilities. Candidate expectations are outlined below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessed By</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Plan Rubric</strong></td>
<td>Methods Instructor</td>
<td>Candidates must complete 2 unit plans across the semester. These unit plans will be uploaded to TaskStream and scored by the methods instructor using the Unit Plan Rubric. To proceed to the internship, the candidate must receive a score of 2.0 on both Unit Plans.</td>
</tr>
<tr>
<td><strong>Teaching Observation Rubric</strong></td>
<td>College Supervisor</td>
<td>Candidates will be observed twice during the semester by a college supervisor. The observations will be scored by the supervisor in TaskStream using the Teaching Observation Rubric. To proceed to the internship, the candidate must receive a score of 2.25 on both Teaching Observations.</td>
</tr>
<tr>
<td><strong>Unit Plan Reflection Rubric</strong></td>
<td>College Supervisor</td>
<td>Candidates will complete two Unit Plan Reflections during the semester, one for each Teaching Observation. The Unit Plan Reflections will be</td>
</tr>
</tbody>
</table>
| Field Assessment Form | Mentor Teacher | scored by the college supervisor on TaskStream using the Unit Plan Reflection Rubric.  
To proceed to the internship, the candidate must receive a score of 2.0 on both Unit Plan Reflections.  
Candidates will be assessed at midterm and final on the Field Assessment Form. The candidates cooperating teacher will complete this assessment on TaskStream.  
To proceed Advanced Methods, the candidate must receive a preponderance of 3 or higher in their scores.  
Candidates will be assessed at midterm and final on the Dispositional Assessment. The candidates cooperating teacher will complete this assessment on TaskStream.  
To proceed Advanced Methods, the candidate must receive an average score of 3 or higher. |
Section VII: Internship

PREFACE

In this section of the handbook we have attempted to bring together various policies and procedures related to the internship at Defiance College including the roles and responsibilities of all parties involved in the internship process. It is written to be of particular help to the mentor teachers and to the interns.

The internship is the capstone clinical experience in the professional education sequence at Defiance College. The internship is a time for applying content-appropriate teaching methods and strategies while working under the guidance of the mentor teacher and college supervisor. It is expected that across the internship, the intern will demonstrate improvement in planning, implementing, and evaluating instruction with a focus on student learning.

Further, the internship offers teacher education candidates the opportunity to work toward realization of the Teacher Education Outcomes and Proficiencies, sets of behaviors that have been written to reflect the knowledge, skills and dispositions of Defiance College Teacher Education graduates. These outcomes have been derived from the concepts in the College Mission of To Know, To Learn, To Serve and To Understand. Those outcomes are listed on the following pages.

INTERNSHIP ELIGIBILITY

To be eligible for the internship, the teacher candidate must have obtained full admission to the Teacher Education Program, completed all content and education course work for the degree; have obtained a minimum grade point average of 2.90 overall; 2.90 in professional education courses and/or a 2.90 in his/her teaching field(s) (Appendix J); and have met the criteria to advance from Gate 3, the content methods, to the internship. The candidate must be free of any academic or social sanction when applying for entrance into teacher education. All professional education course work must be completed prior to the internship and the appropriate Ohio Assessment for Educators (Pearson) content test(s) taken at least once.

Teacher candidates who apply for the internship but fail to meet eligibility requirements will not be placed in internship placements. The candidate is responsible for meeting the eligibility requirements. Those found to be ineligible are notified by the Director of Education. The candidate must check on his/her own eligibility prior to the semester of the internship. An application for the Internship must be filled out and submitted to the Coordinator of CAEP and Clinical Experience during the beginning methods semester (the spring semester of the junior year, which is one year prior to the internship).

GENERAL INFORMATION

Scheduling Information

The internship is a semester long, all-day internship with interns returning to campus each week for the internship seminar. Each semester, a calendar specific to that semester will be distributed to the interns who will share it with their principals and mentor teachers.
Attendance, hours, and responsibilities
The intern is expected to follow the arrival and dismissal times established by the school district for its regular teaching staff and to follow the mentor teacher's schedule, including any assigned lunch, bus or playground supervision. Attendance at all faculty meetings, parent conferences, in-service days, open houses, etc. is expected.

Interns follow the calendar of the school districts to which they are assigned, not the college calendar.

Absence Policy
In the case of personal illness or a death in the immediate family, the intern must contact the mentor teacher and/or building principal at the time designated for reporting absences by teachers in the school district. The college supervisor shall also be notified. If the intern was scheduled to have been observed on that day, the observer must be notified as early as possible in order to avoid unnecessary travel. Only with advanced approval of the mentor teacher, college supervisor, and building principal, using the Absence from Field Permission Form may an intern be excused for any other reason from the internship.

Liability Insurance
Interns are encouraged to purchase liability insurance through a professional organization or through their homeowner’s or renter’s insurance.

The College does not provide liability insurance. Interns should check with the building principal to determine if the district’s insurance covers them.

Transportation
Transportation to and from the assigned school is the responsibility of the intern.

Strikes and work stoppages
In the event of a work stoppage by faculty in the assigned school, the intern will be reassigned to another school district. The purpose of this policy is to assure that the interns neither act as substitute teachers nor carry on activities to enhance the work stoppage.

Substitute teaching
The policy of the college is that an intern may not act in the capacity of a substitute teacher either for his/her mentor teacher or for other professional staff unless the candidate has a bachelor’s degree and a valid Ohio substitute license and is on the substitute list for that school district.

Internship classes and seminars
All interns are required to attend all classes and seminars. The seminars meet from 4:15 until 6:15 pm on a specified evening each week.

Placement policies
Although an intern’s request for a specific placement is considered, many factors determine how a placement is chosen. Providing diversity of experience is one criterion, but facilitating professional development is the most essential consideration.
The school administrator and mentor teacher must agree to accept an intern, and as a general practice more than one intern will be placed in a given building. Teacher candidates will most likely not be placed in their home district or where they have had considerable experience, know, or are related to the teachers, other personnel, and/or students in the building.

All placements are arranged by the Coordinator of CAEP and Clinical Experience. Candidates are not to contact a school on their own.

PERSONNEL INVOLVED IN THE INTERNSHIP

The internship program involves the service and cooperative endeavor of a number of persons. Individuals with direct relationship or responsibility are the interns; mentor teachers; mentor administrator; college supervisor; Director of Education; Coordinator of CAEP and Clinical Experience; and in the case of the adolescent and young adult and multi-age licensure programs, the augmenting supervisor. The respective roles for each of the above-designated persons are defined as follows.

The INTERN is a regularly enrolled student in the college who has been declared eligible by the Director of Education in cooperation with the Registrar's Office to obtain an assignment for guided pre-service teaching internship in one's chosen area of preparation.

The MENTOR TEACHER is a full time teacher on a school faculty who has full responsibility for a group of learners and to whom an intern is assigned for the guided pre-service intern teaching experience. Said person shall have a minimum of three years' teaching experience and follow the district’s guidelines for accepting interns, be the holder of the appropriate teacher certification/license for the age, grade, and/or subject that he/she teaches and be “highly qualified” using the Ohio definitions of No Child Left Behind. Whenever possible, interns will be placed with teachers who have completed mentor training or similar training.

The MENTOR ADMINISTRATOR is the school officer (in most cases the building principal in a particular school system) who works with the College in selecting a desirable classroom situation in which to place the intern.

The COLLEGE SUPERVISOR is a full time or part time member of the professional education faculty who supervises the work of the intern at regular intervals and assures the completion of other activities including instructional planning. Supervisors are to prepare for, attend, and participate in both mid-term and exit conferences, meet with their assigned interns at weekly seminars, and attend Mock Interviews and the end of semester Presentations.

The DIRECTOR OF EDUCATION is the college administrator who, 1) is responsible for and coordinates the teacher education program with the State of Ohio; 2) oversees assigning college supervisors and hiring part-time supervisors and; 3) is the official responsible for signing all teacher certification/licensure applications.

The COORDINATOR OF CAEP AND CLINICAL EXPERIENCE is the college employee who is responsible for securing and making all internship placements in collaboration with the Director of Education. This person also assigns college supervisors and interviews potential part time supervisors for clinical observation. This person monitors the completion and submission of all required paperwork and acts as a trouble shooter and consultant with school personnel.
The AUGMENTING SUPERVISOR is a member of the college faculty in an academic discipline who may be asked to observe a particular intern in the Middle Childhood, Adolescent and Young Adult, or Multi-Age Licensure Programs to verify the intern’s content competence. Interns in those licensure areas may be observed by augmenting supervisors at least once during the internship experience.

Roles and Responsibilities Timeline

The Internship experience has four phases. These are: Phase I Observation and Orientation, Phase II Transition, Phase III Full Engagement, and Phase IV Disengagement. Each has suggested activities and assignments for the intern, the mentor teacher, and the College supervisor. Generalized Internship Roles & Responsibilities Timeline describes these activities. (This timeline is only a sample. The calendar for the specific semester will be provided to interns at the beginning of each semester.) During the initial conference, the supervisor, mentor and intern will discuss these activities and plan how and when they will occur in each teaching situation. Additionally, each intern should have developed a set of not less than seven goals, based on the Ohio Teaching Standards, to work on during the internship. These should be reviewed at the initial intern/mentor/supervisor conference and plans should be developed to help the intern meet these goals.

ROLES AND RESPONSIBILITIES FOR THE INTERN

The internship is a time of excitement and challenge to students who are seeking their initial teacher licensure. The role of the intern is one of learner, reflector, teacher assistant, co-teacher, instructional partner, and of a new teaching professional. The intern moves from classroom observer through a process of confidence and skill development to gradually assuming responsibility for most of the planning and organizing of learning.

During the initial weeks of the internship, the intern should get to know the children, school policies and procedures, the classroom routine and other important aspects of the school environment. In addition, the intern should have begun to read curriculum materials, plan future activities, and units of study and generally become familiar with the courses of study.

The intern's instructional responsibilities begin gradually during the first few weeks, taking over whichever class or subject they taught during Advanced Methods, as soon as possible. It is extremely important for the intern to begin interacting with the pupils from the first day he/she is in the classroom. Ideally, the intern should not be perceived as a person sitting in the back of the classroom observing, but rather should be seen by the pupils as a co-worker or teaching partner ready and able to take an active role in the teaching-learning process. The intern should take the initiative to seek ways to be an active participant in the classroom and the teaching process, even on the first day. Being observant to the types of tasks that need to be done to maintain the environment (organizing materials, setting up technology, getting supplies) shows initiative and involvement and is also helpful to the mentor teacher, etc. The intern should take on more responsibility gradually, using the Internship Calendar as a guide, and as the mentor teacher feels that the intern is ready.

The mentor teacher and intern may work as a team, each working with groups of children toward a common learning goal or outcome.

As soon as the intern begins to take on instructional activities, he/she must prepare and submit written instructional plans and/or unit plans to be approved by the mentor teacher prior to each lesson and far enough in advance to allow for consultation. These plans must also be shared with the college supervisor to demonstrate advance planning for instruction. These plans can be done on the district’s format where the intern is placed or on an Abbreviated Instructional Plan format. Regardless of the format, these plans must include learning goals; activities and methods; and assessments and evidence as to whether the goals of the
lesson were met. The college supervisor may also wish to approve the early instructional plans, but primary responsibility rests with the mentor teacher.

Sessions should be held for debriefing after the lessons so the intern can reflect on the activities and talk over changes and adjustments with the mentor teacher. As an experienced teacher, the mentor teacher will have ideas or possibilities that will aid the intern in future planning. In addition, the intern and mentor teacher should have a time each day when they can talk and share ideas and information. This can be face to face, over the phone, through a reciprocal journal, or e-mail.

The principal is an additional source of information related to the school day, attendance reporting procedures, and regulations found in the faculty and student handbooks. Contact should be made with the principal early in the semester.

**Professional Dress and Behavior**

At all times, the intern is expected to dress and to act in a professional manner. Although most school districts do not have a written dress code for teachers, interns are expected to dress appropriately for the professional responsibilities that go with teaching. All body piercing jewelry except earrings (for women) should be removed and careful attention should be given to covering tattoos. It goes without saying that interns should never wear anything that students are prohibited from wearing. If one is to err, it is probably wiser to err on the side of dressing more formally than to dress too casually. This is of greater concern for the secondary interns, for in many instances, they are more nearly the age of the students they will be teaching. See the [Defiance College Dress Code for Clinical Experiences](#) for more information.

Interns are expected to arrive at school at the required time for teachers or before, and leave at or after the required time for teachers. If an intern must be absent because of the illness or death of a member of the immediate family, the teacher or school must be notified before the intern is due to arrive. **At no time is the intern permitted to leave early or come late due to an outside work schedule, coaching, or college activity.** To do so will jeopardize continuation of the internship experience.

If at any time the intern displays an unprofessional attitude and/or conduct or shows a lack of skill in providing suitable learning experiences in the classroom, he or she will be promptly removed from the internship and have their case presented to the Teacher Education Council. Luckily this rarely happens, but when it does happen, it usually happens about the 10th week of the semester when the intern is expected to demonstrate higher levels of skill in planning and implementation. The goal is to have the internship be a positive, productive experience while showing incremental improvement across the internship experience.

**Additional Policies and Procedures**

The internship experience should be considered a full time job. It is demanding and physically tiring, particularly for those who do not wake early five days of the week. Therefore, it is important that the intern plan a realistic schedule. Due to this expectation, interns are not permitted to take course work (other than what is required during the internship semester) while completing the internship except in cases where the Director of Education has given approval. Exceptions to this policy are rarely made.

Holding an outside job during the internship is discouraged. The internship is a full-time learning experience. If an outside job is necessary, it should be done on the weekends, but still allowing enough time for planning and material preparation. College activities and other outside activities also should be restricted while completing the internship.
If the Director of Education, Coordinator of CAEP and Clinical Experience, college supervisor, and/or mentor teacher feels that outside work or activities are taking priority over the internship or keeping the intern from doing adequate planning, material preparation, or participation in school activities, the intern will be removed from the placement and reassigned.

**Required Activities for the Intern**

**Class Attendance**

Interns are required to attend seminar each **week on a designated evening from 4:15 to 6:15 PM**. These sessions have been planned to support and enhance what the intern is experiencing in the internship. Class activities are also planned to help the interns understand aspects of the profession and prepare for job seeking and interviewing. Attendance is required at these sessions.

**Unit Instructional Plans**

All lessons that the intern teaches must have a written plan. These can be done on the district’s format or on the Abbreviated Instructional Plan. Regardless of the format, these plans must include learning goals; activities and methods; and assessments. The college supervisor may also wish to approve the early instructional plans, but this is primarily the responsibility rest with the mentor teacher. The intern is to keep a three-ring notebook with ALL lesson plans, readily accessible to the mentor teacher and college supervisor. The intern needs to bring this notebook to seminar each week.

During the internship semester, each intern is also responsible for planning, implementing, and evaluating at least two Unit Instructional Plans of not less than 5 days (10-14 days for graduate candidates) each using the Unit Instructional Plan. The Unit Instructional Plans will be evaluated by the supervisor using the Unit Instructional Plan Rubric found on Task Stream. Although the minimum requirement is to complete two Unit Instructional Plans throughout the semester, the supervisor may require more or all instructional plans to be done using that format. It depends on each intern’s skill and dedication to the process of planning. It should be noted that for the required supervisor observations/assessments of the intern, **all lessons contained in the Unit Instructional Plan must be “observation ready” with prior approval by the college supervisor and mentor teacher.**

**Video Recording**

Interns must record themselves teaching a series of lessons for the Teacher Performance Assessment. Instruction will be given during the internship seminar, but parental permission must be obtained using ONLY the Video Release Letter provided by the Defiance College Teacher Education Department because it specifically explains that the videos are used for assessment purposes and that they will be seen by an outside evaluator.

**Final Presentations on Student Learning**

Interns must prepare a presentation to communicate the most dynamic ways that they affected student learning during their internship. These presentations can be done using power point, video recordings, or other appropriate forms of technology. These presentations will give each candidate an opportunity to present in a professional format. These will be presented at the End of Semester Reception during the last week of the internship. Mentor teachers and building principals are invited to this event.

**Dispositions**

The Defiance College Teacher Education Dispositions will be used by the mentor and college supervisor to rate the intern on each disposition at mid-term and at the end of the semester. By the exit from the internship,
the required benchmark must be met, based on the mentor and college supervisor’s scores. The intern must submit a completed, hard copy, self-disposition form that will not be included in the average, but will become part of the candidate’s file. This should be submitted to the college supervisor.

edTPA

According to the American Association of Colleges of Teacher Education and the Teacher Performance Assessment Consortium (http://edtpa.aacte.org/), edTPA is a transformative process that requires teacher candidates to demonstrate the knowledge and skills required to help all students learn in real classrooms. It is comparable to the licensing exams that demand applications of skills in other professions, such as medical licensing exams, the architecture exam, or bar exam in law.

edTPA is a subject-specific assessment with separate versions for Early Childhood, Elementary, Middle Childhood, Secondary, and Multi-Age licensure fields. edTPA includes a review of a teacher candidate’s authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate’s ability to effectively teach subject matter to all students.

The goals of the edTPA are:

- Provide a valid performance assessment system for enhancing the quality of America’s teachers.
- Create an outcome database used by school districts to track teacher performance across the continuum of teachers’ careers.
- Provide information states can use to inform teacher quality initiatives, issue initial teacher licenses, and make accreditation decisions.
- Create an evidence-based methodology for making systematic decisions about recruitment, professional development, and continuation of employment.

Currently the edTPA is required by the Ohio Board of Regents and will be used as part of the Teacher Preparation Quality Measurements, a system of metrics that will be used to evaluate the effectiveness of teacher education programs in the State of Ohio. At this time, the edTPA is not directly tied to your licensure by the Ohio Department of Education, although this is currently under consideration by the State Standards Board. However, your successful completion based on an evaluation by the Defiance College Teacher Education faculty has been incorporated into Defiance College’s Teacher Education Program Assessment system.

Furthermore, the edTPA is directly tied to the Ohio Standards for the Teaching Profession, has characteristics similar to the Ohio Teacher Evaluation System, and is similar to the Resident Educator Summative Assessment (completed during year three of the Resident Educator Program). Candidates should not view this assessment as busy work, but rather should go into the edTPA as a learning experience and an opportunity to reflect on and improve their teaching practice.

Presentation Portfolio

When interviewing for a teaching position, it may be helpful to have an internship portfolio. In this organized portfolio, you may want to place instructional plans, unit plans, and tests you have developed, along with pictures of bulletin boards or classroom activities. Other items you may want to place in the portfolio are lesson evaluations from the mentor teacher and college supervisor, letters of recommendation, awards or honors received, etc. Pictures or videos of your teaching are also appropriate. Organizing the materials around the Ohio Teaching Standards will be impressive to hiring authorities since they form the basis for the
four year Resident Educator program. When interviewing, the portfolio may help you feel more confident. **Please note that the presentation portfolio is not required.**

### ROLES AND RESPONSIBILITIES FOR THE MENTOR TEACHER

The mentor teacher is paramount to the success of the internship experience. Each mentor teacher has been selected because he/she is perceived to be a quality teacher with the patience and personality to share instructional activities and responsibilities with an intern, and who is willing to share instructional and managerial expertise with a beginner. In addition, the mentor teacher holds the appropriate teaching certificate, is “highly qualified,” and has taught three or more years with at least one year in the present school district. The Coordinator of CAEP and Clinical Experience and the building principals/administrators select the mentor teachers.

### Getting Started

The beginning days of the internship are important for setting the stage for the entire experience. To make the transition positive for you and the intern, prepare your students, and possibly their parents, for the arrival of the intern. Introduce the intern to the class and to other members of the staff. Provide a desk or work place for your intern and make certain the intern receives announcements pertaining to meetings, school policies and procedures, etc. Discuss with the intern the autonomy, responsibilities and restrictions that he/she will have in your classroom and in the school.

The intern will need help in becoming familiar with the curriculum and the needs of your students. Hopefully, the intern will be invited to participate in faculty meetings, open houses, parent-teacher conferences, and other school related activities.

You will want to help the intern feel comfortable in this culminating experience. Your intern may appear shy and nervous at first. By helping the intern to feel comfortable in this new role you will help him/her gain the confidence needed to assume the instructional leadership of the classroom.

### Communicate, Communicate, Communicate

The mentor teacher should conduct regular conferences or use other types of communication with the intern for the purpose of instructional planning, reflection, and assessment of his/her progress. The successful mentor teacher must communicate about expectations for professional behavior, dress, and teaching performance.

Your guidance in helping the intern is critical to the internship experience. Having conferences or other means of daily communicating (telephone conference, reciprocal logs, email) is the best way to develop mutual understanding and to form a professional relationship between you and the intern. During these interactions you, of course, will want to help the intern reflect and evaluate on his/her teacher performance and share alternative ideas and learning strategies.

### Forming a Partnership

Part of the learning experience is having the intern observe you as a model teacher in action. Although modeling is important, each intern should be given the flexibility to experiment with his/her own style. Learning to be an effective teacher takes time and practice. Working alongside a master teacher can be a rewarding experience for the intern. That allows both the mentor teacher and the intern to each take
responsibility and ownership for the children’s learning. In this era of increased testing and accountability, the intern should be viewed as an extra set of professional hands as opposed to a replacement for the mentor teacher. As the internship experience progresses, the intern should incrementally take more responsibility for planning and overseeing the classroom with the mentor teacher becoming more like the assistant. In this way, the mentor teacher can remain in the classroom while allowing the student to “run” the classroom, but the students gain by having two teachers.

To this end, cooperating teachers are encouraged to consider taking a co-teaching approach to working with their interns. Co-teaching has proven to be an effective in working with students. It also benefits teachers, ranging from pre-service to seasoned educators. Co-teaching occurs when “two or more professionals deliver substantive instruction to a diverse or blended group of students in a single physical space.” (Cook and Friend, 2004) During the past several decades, co-teaching strategies developed with a special focus on meeting the needs of diverse learners, such as students with disabilities and English language learners. Today, as the positive effect of co-teaching on students has become better documented, more educators have begun to use co-teaching to meet the challenges of the state’s more rigorous teaching and learning standards. According to credible research, co-teaching produces students who outperform their peers in single-teacher classrooms in reading and math achievement. (Bacharach et al, 2010). Villa et al (2004) indicate that all students benefit when their teachers share ideas, work cooperatively and contribute to one another’s learning.

Co-teaching positions the student teacher as an “apprentice” to the regular classroom teacher. Both the student teacher and classroom teacher, however, take an active role in planning lessons, providing instruction and assessing students. The classroom teacher retains a great deal of responsibility, but the student teacher takes some ownership of student learning. As the intern begins taking over responsibility for classes, this role switches, but the intern still receives the value of the mentor teachers wisdom and experience in planning lessons and providing instruction. Seasoned and pre-service teachers can gain rich professional development experiences when co-teaching. The collaboration and conversation between co-teachers at every stage of lesson development – from planning through delivery, assessment, reflection and feedback – offers continuing opportunities for growth. The teamwork encourages both educators to adapt and modify their lessons for maximum student learning.

Current research sheds light on what authentic co-teaching truly is – and what it is not. Co-teaching is not:

- One person teaching one subject, followed by another person teaching a different subject;
- One person teaching while another prepares instructional materials or corrects papers;
- One teacher facilitating a lesson while another watches with no participation;
- One teacher’s ideas dominating another’s when teaching strategies are selected.

High-quality co-teaching means that each educator shares leadership, engages in both teacher and learner roles, and works toward a common goal. Good co-teachers take turns as expert and novice, and giver and receiver of knowledge and skills.

**Contacting the College**

Since the College Supervisor only sees a small portion of the intern’s lessons and activities, it is the mentor teacher who is the “eyes and ears” for the College. Teachers who have any concerns about the performance or behavior of an intern should contact the intern’s supervisor, the Coordinator of CAEP and Clinical Experience, or the Director of Education immediately to discuss these problems or concerns.
Performance Assessment and Evaluation: Midterm Conference

Throughout the internship, the mentor teacher and the College supervisor will be helping the intern reflect on his/her teacher behavior. At mid-term, the College supervisor, intern and mentor teacher meet to discuss the intern’s progress thus far, review the goals that were set at the beginning of the semester, and determine if the intern has met or is working on meeting his/her goals and identify areas of strengths and weaknesses in order to set new goals and expectations for the remainder of the semester. The goals that are identified at the mid-term conference should help guide the intern’s work until the end of the term. The goals are to be posted on Task Stream at three points during the internship semester – pre-internship, mid-term, and final. The supervisor, intern and mentor must each complete a paper copy of the Intern Performance Assessment Instrument in advance of the date set for the conference Scores for each item will be compared during the conference with a consensus score agreed upon for each item. The internship supervisor will enter the consensus scores on Task Stream. (See Task Stream for a copy of the instrument.)

Performance Assessment and Evaluation: Final Evaluation

At the end of the internship experience, the College supervisor, intern and mentor teacher meet to discuss the intern’s progress since mid-term, discuss the goals that were set at mid-term and determine if they were met. Strengths and weaknesses should be noted so the intern can begin working on them as a Resident Educator. The supervisor, intern and mentor must each complete a paper copy of the Intern Performance Assessment Instrument in advance of the date set for the conference. Scores for each item will be compared during the conference with a consensus score agreed upon for each item. The internship supervisor will enter the consensus scores on Task Stream. (See Task Stream for the instrument.)

The conference should be devoted to discussing the Intern Assessment Instrument that was used at midterm and should also have been filled out by the mentor teacher, intern, and college supervisor prior to the conference. Again, the scores should be compared and discussed and an agreed upon consensus score determined for each item. The goals that were identified during the mid-term conference should also be discussed and marked met or not met. (See Task Stream for the instrument.)

The internship is graded pass or fail and that grade is to be a joint decision among the mentor teacher, intern, and supervisor. At the end of the conference, the intern will be able to sign to give permission for this evaluation to be made available to hiring authorities who may ask to review it. Interns have the right to decline. The completed Intern Assessment Instrument form will be kept in the intern’s electronic assessment file on Task Stream.

Recommendations for Employment

Interns are advised to ask for recommendations from the mentor teacher and college supervisor. It is these two persons who know best the abilities and skills that the intern has demonstrated and/or accomplished. The recommendations should be written on Defiance College letterhead or in the case of the mentor teacher, on his or her school stationery. These recommendations are kept by the intern and distributed to appropriate hiring authorities.

Key Suggestions

Overall, the mentor teacher plays a significant role in the development of the intern. The list below provides key suggestions for helping the intern:

- Providing an atmosphere of acceptance where the intern is perceived as a co-worker.
Supplying the information concerning the school, its policies, regulations, teaching materials, technology, audio-visual materials, etc.

Making certain that sound preparation has been made for classroom instruction.

Suggesting classroom procedures that help the intern maintain the integrity of the learning environment; treat all students with dignity and fairness; and assure and monitor learning.

Helping the intern become a self-evaluator and reflector of his/her own progress.

Gradually increasing the intern/student’s teaching responsibilities.

ROLES AND RESPONSIBILITIES FOR THE COLLEGE SUPERVISOR

The role of the college supervisor is that of liaison between the College and the site of practice. The college supervisor will help the intern understand the responsibility of the mentor teacher and the importance of self-critiquing one’s teaching. The supervisor acts as a public relations officer and as a professional colleague in helping the intern develop to his/her fullest potential. The college supervisor sets the tone for the type and method of supervision that can promote a reflective and analytical practitioner. College supervisors, by encouraging interns to analyze their own instructional competence, can help the interns develop habits of self-reflection which will enable them to continue on a path of professional development throughout their careers. The college supervisor coordinates the initial, mid-term, and final conferences.

Observation and Conferences

The college supervisor also functions as an assessor. Each supervisor will conduct a minimum of 4 classroom observations (3 for graduate candidates) with write-ups of the “patterns of evidence” for criteria on Teaching Observation Rubrics. Two Unit Instructional Plans are to be approved by the college supervisor and mentor teacher and are to be “observation ready” so the college supervisor can make four observations, and all other plans should be made available for the supervisor upon request.

The college supervisor's assistance, to both the mentor teacher and the intern, should be responsible, efficient and frequent enough to help the mentor teacher and the intern feel secure and provide the necessary leadership to help the intern reach his/her fullest potential. The college supervisor is expected to do the following:

- Meet with the student and the mentor teacher at the beginning of the term to develop timelines, expectations and establish modes for communication.
- Conduct at least four formal assessment observations of the intern and then write-up these observations by recording the patterns of evidence on the Teaching Observation Rubric.
- Set up, prepare for and attend the mid-term conference.
- Set up, prepare for and attend the final exit conference.
- Meet with assigned interns at the weekly seminars and provide additional help and information as necessary.

The College supervisor arranges times for both the mid-term and exit conferences. The supervisor plays a key role in the mid-term conference in helping the mentor teacher and intern develop goals and areas of focus until the end of the semester.
Ohio Standards for the Teaching Profession

All interns are to have formulated goals relative to the Ohio Standards for the Teaching Profession. The college supervisors should use the criteria and the language of the Ohio Standards for the Teaching Profession in their written assessments of the interns in order to help students use the Standard’s “language” in their self-assessments.

Removal of an Intern

In the event that an intern’s performance drops below a satisfactory level, the school district will contact the college supervisor, the Coordinator of CAEP and Clinical Experience, or the Director of Education so a conference can be arranged to discuss the concerns and chart a course of action. The removal of an intern should be a joint decision between the school district and the Director of Education. However, if an intern’s behavior is deemed to be unsafe or inappropriate, is seen as a risk to the children, illegal, or is a detriment to the integrity of the learning environment, the building principal, or mentor teacher may remove the intern immediately and a follow-up conference will be scheduled with all parties involved.

Candidates may not return to field experiences until their case has been reviewed by the Teacher Education Council and the candidate has completed all remediation recommended by the Council. (See Appendix P)

ROLES AND RESPONSIBILITIES FOR THE BUILDING PRINCIPAL

Among the many roles of the building principal, the concept of instructional leader is probably the most important. The building principal sets the tone for the instructional program.

Although the intern works most closely with the mentor teacher, the building principal is held responsible for everything that goes on in the building. The principal, working with the Coordinator of CAEP and Clinical Experience and the professional education faculty of Defiance College, selects the mentor teachers. Through the interview process, the principal, in cooperation with the mentor teacher, determines whether the intern will match the culture and characteristics of the school. Should problems arise during the internship experience that cannot be satisfactorily worked out between the mentor teacher, intern and college supervisor, the building principal will get involved. Removal of an intern from the internship placement is a last resort and will only be made after consultation among the various parties involved, including the Director of Education and the Teacher Education Council.

Suggestions for Building Principals

In addition to the acceptance process of an intern, the principal should consider the following suggestions:

- Include the intern as part of the regular teaching faculty.
- Provide the intern with an orientation to the school’s philosophy, policies, and operating procedures.
- Provide the intern with copies of staff memos and communications.

If possible, the principal should observe and critique the intern using the same guidelines as would be used for any new faculty member. The intern may ask the principal to write a letter of recommendation.
Section VIII: Faculty and Staff

DELIANCE COLLEGE
TEACHER EDUCATION PROGRAM
FACULTY AND STAFF
2013-2014

Dr. Clarissa Barnes, Assistant Professor, Education, Director of the Hench Autism Program: Western Michigan University, B.S., 2007; Southern Illinois University M.S., 2010; Ph.D., 2013

Miss Sara Brown, Administrative Assistant: Defiance College, B.S., 2004, M.S., 2013

Dr. Jo Ann Burkhart, Professor, Education: Bowling Green State University, B.A., 1976, M.A., 1980; University of Toledo, Specialist, 1986, Ph.D., 1990

Dr. Fred Coulter, Associate Professor, Education: University of Rhode Island, B.A., 1976; Andover Newton Theological School, M of Divinity, 1980; University of Tennessee, Ph.D., 2006

Mr. Michael Dariano, Clinical Supervisor: Bowling Green State University, B. S., 2004; Ohio University, M.Ed., 2008.

Ms. Rachel Eicher, Assistant Professor of Clinical Practice, Education: Defiance College, B.S, 1991; Bowling Green State University, M.A., 2009

Mr. Joshua Francis, Director of Education; Director of Academic Assessment; Assistant Professor, Education: Defiance College, B.A., 2002, B.S., 2006, M.A. 2007; University of Toledo, Ph.D., 2014 (Anticipated)

Dr. Sandra Golden, Associate Provost for Graduate Studies and Professional Development; Associate Professor, Education: Cuyahoga Community College, A.A.B., 1993; Dyke College, B.S., 1995; Cleveland State University, M. Ed., 1997, M.A., 2000; Kent State University, Ph.D., 2007

Mrs. Sheryl Goonan, Adjunct Instructor, Education: Defiance College, B.A., 2002; Walden University, M.S., 2007.

Ms. Reva Goshia, Instructor: Capital University, B.A, 1997; Bowling Green State University, M.Ed.

Mrs. Katherine Griffes, Assistant Professor of Education: Olivet College, B.A., 2008; Michigan State University, Ph.D., 2013 (Anticipated)

Miss Rachelle Haggerty, Adjunct Instructor, Education: Ball State University, B.A., 2010; University of Toledo, MPH, 2012.

Ms. Kathy Koenn, Clinical Supervisor, Education: Mt. Vernon Nazarene College, B.A., 1981; Bowling Green State University, M.A.
Mrs. Brianne Kramer, Clinical Supervisor, Education: Bowling Green State University, B.S., 2004; Bluffton University, M.A., 2009; University of Toledo, Ph.D., 2014 (Anticipated)

Mr. Ian MacGregor, Director of Educational Partnerships: Colgate University, B.A., 1968; Indiana University, M.A., 1970

Mr. Justin Marroquin, Adjunct Instructor, Education: Bowling Green State University, B.S., 2004; University of Toledo, M.A., 2007

Mr. Ralph Myers, Adjunct Instructor, Education: B. S., Bowling Green State University, 1978; B. S., Kent State University, 1986; M.Ed., Bowling Green State University, 1984


Ms. Christine Wahl, Clinical Supervisor: B. S. Defiance College, 1972; Bowling Green State University, M. S., 1976.
Section IX: Resource Links

RESOURCE LINKS

Licensure Code of Professional Conduct for Ohio Educators

http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=520&ContentID=41492&Content=114197

Ohio Standards for the teaching profession

http://education.ohio.gov/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards

Video Release Letter

https://docs.google.com/document/d/1Bdwv5uzjsd-TQJesFuRP5pMKrW8hnF3vaX8tcEN79V4/edit?usp=sharing

Generalized Internship Roles & Responsibilities Timeline

https://docs.google.com/document/d/1P25MUmCZLVG2IEPVE-sOKLva_A7HV08z4bN6in25FBBE/edit?usp=sharing

Absence from Field Permission Form

https://docs.google.com/document/d/1PrYURwz2zLxIQYr92QmFm3bdde5iQMA7spvenNMQecs/edit?usp=sharing

Major Course Lists for Licensure:

Early Childhood

https://docs.google.com/document/d/12mft-DfR6sAwPzfysC_WGaNYsuXSCusdl57aTBk8-9s/edit?usp=sharing

Middle Childhood

https://docs.google.com/document/d/1MsAMMgNQPOAApStH-QrZJMkmwxy4PUEvkW_Nl4LQf0/edit?usp=sharing

Multi-Age:

https://docs.google.com/document/d/1pWHrz37JB22H0eskjiFj9j4NcDXPej2aVxSGmZoe5VI/edit?usp=sharing

Adolescent/Young Adult:

https://docs.google.com/document/d/1dEshWS-LOzIo2PmbyF7P_sjTF7Xzxuh1y3bTVDoyDh4/edit?usp=sharing

Defiance College Dress Code for Clinical Experiences

https://docs.google.com/document/d/1n6WPXN8l9lFyZWkMi7cqvXN0diLJ_xNnYGaagLbI7k/edit?usp=sharing

Data Sheet/Internship Application

http://www.defiance.edu/internshipdatasheet.html
Gates Chart: Progression through the Program for Undergraduates
https://docs.google.com/document/d/1eXsL8Ena06b7HxF_ABpUuCSMresu870Ec0EjfZX0mzg/edit?usp=sharing

Field Assessment Form for Beginning and Advanced Methods
https://docs.google.com/document/d/1yPlxMWXHSuWuLrWLyVEXKBlk_Xraww95byzPsmcGCm8/edit?usp=sharing

Criminal Background Check Information
https://docs.google.com/document/d/1TZ_Ohyp7Jnz7uvy-XYY1cS_m8GGPkws1bMHiwVwgCa4/edit?usp=sharing

Disposition Rating Form
https://docs.google.com/document/d/1M7FsyBEyVXCYjQ6TvkmwUaMFSNisL83BIYkJeK7sVSU/edit?usp=sharing

Unit Plan Reflection Rubric
https://drive.google.com/file/d/0B7KmRrlBCn8DQktpaXkxRDJxVEU/edit?usp=sharing

Unit Plan Rubric
https://drive.google.com/file/d/0B7KmRrlBCn8DZjFLXhyMHYxMzA/edit?usp=sharing