



# Office of Field Services Intern Handbook 2025-2026

**Office of Field Services (OFS)**

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**Office of Field Services Disclaimer**

Handbook may be revised to reflect changes in policies and procedures in teacher preparation.

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## Section 1: Introduction

This Handbook is designed to help facilitate a successful field experience for the Student, Mentor/Principal, CSU Field Supervisor, Faculty Instructor, and Office of Field Services (OFS). It contains the answers to many frequently asked questions. Please read the Handbook to become familiar with the information needed before, during and after the field experiences. Please note: to facilitate the ease of reading, the term **Intern** is used to denote all CSU students in a field experience. **PK-12 student** is used to denote all children in pre-school – 12<sup>th</sup> grade classrooms. Refer to **Hyperlinks** (scroll over each section) and **Glossary** for additional information.

## Section 2: Model of Teaching

The Cleveland State University (CSU) Model of Teaching is expressed as “The Teacher as a Reflective, Responsive Professional – A Partner in Learning.” CSU teacher education graduates are known for distinctive abilities that reflect the four knowledge bases that compose this model: Inquiry, Contextualism, Partnership, and Professionalism. As Figure 1 indicates, the four elements of the model are related and emanate from our common beliefs about learners and the teaching-learning process. Inquiry (reflective), Contextualism (responsive), and Partnership (partner) guide the design of program elements, e.g., program outcomes, instructional strategies and activities in courses, and program evaluation.



Figure 1: CSU Model of Teaching

As conceptualized, the three elements in the Knowledge base are encircled by the concept of Professionalism. The Model assumes that Professionalism is not a plateau but rather a career- long process of reflection and growth, an ongoing process whereby teachers constantly enhance their understanding of how Inquiry, Contextualism, and Partnership relate to the teaching- learning process. Finally, at the very center of the Model is the learner. CSU teacher education graduates take seriously their role in implementing and adapting the Model to a variety of instructional environments, urban and suburban, where learner diversity – measured in terms of gender, race, ethnicity, socio-economic status, and exceptionality – is often in high profile.

## Section 3: OFS Mission Statement

The mission of OFS is to facilitate all aspects of the field experiences—including matching, orientation, supervision, and evaluation—to ensure that all Cleveland State students and Interns have educative experiences that will aid them in their development into highly skilled, effective, hardworking, reflective, and responsive educators.

To accomplish this task, our office has established four major goals:

1. We will make timely and appropriate matches for CSU Interns.
2. We will provide useful information and maintain effective communications with Interns, CSU Field Supervisors, and Mentor Teachers.

3. We will monitor CSU Intern field experiences to ensure that the experiences are educative.
4. Where necessary, we will mediate concerns arising from Interns, Supervisors, Mentors, and school administrators.

## Section 4: Ohio Standards for the Teaching Profession

Field experiences support the Ohio Standards for the Teaching Profession (OSTP), which includes knowledge, skills, and performances addressing: Students, Content, Assessment, Instruction, Learning Environment, Collaboration and Communication, and Professional Responsibility and Growth. The experience also aligns with the department's standards, which are based on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards, and as such prepares beginning teachers to think about teaching and student learning. This is especially effective when considering and assessing the individual needs of students in a diverse student population.

### Licensure Code of Professional Conduct for Ohio Educators

1. Educators behave in a professional manner, realizing that one's actions reflect directly on the status and substance of the profession.
2. Educators maintain a professional relationship with all the students at all times, both in and out of the classroom.
3. Educators accurately report information required by the local board of education or governing board, state education agency, federal agency or state or federal law.
4. Educators adhere to federal, state and local laws and statutes regarding criminal activity.
5. Educators comply with state and federal laws related to maintaining confidential information.
6. Educators serve as positive role models and do not use, possess or unlawfully distribute illegal or unauthorized drugs.
7. Educators ensure school property, public funds or fees paid by students or the community are used in the best interest of students and not for personal gain.
8. Educators fulfill all the terms and obligations in their employment contracts.
9. Educators use technology in a responsible manner and safeguard the electronic devices and data entrusted to them.

## Section 5: Expectations of the Profession

An Intern serve as a positive role model to both PK-12 students and adults. Interns are responsible for preserving the dignity and integrity of the teaching profession and for practicing according to the highest ethical standards. They must maintain the physical and mental capacity to carry out their professional responsibilities while safely maintaining the care, custody and control of PK-12 students. Interns will adhere to the following:

1. The Licensure Code of Professional Conduct for Ohio Educators
2. All rights and responsibilities outlined in the CSU Student Code of Conduct
3. CSU Student Professional Dispositions in the areas of professionalism, work ethic and communication skills
4. The OFS Professional Boundaries and Consequences

## Section 6: Licensure Programs

CSU Education programs are committed to preparing Interns to be reflective and responsive teachers in urban education. They will promote PK-12 students' learning, while consciously addressing the effects of race, class, and gender on PK-12 student achievement. The Office of Field Services supports fully accredited undergraduate and graduate licensure and degree programs in the following areas:

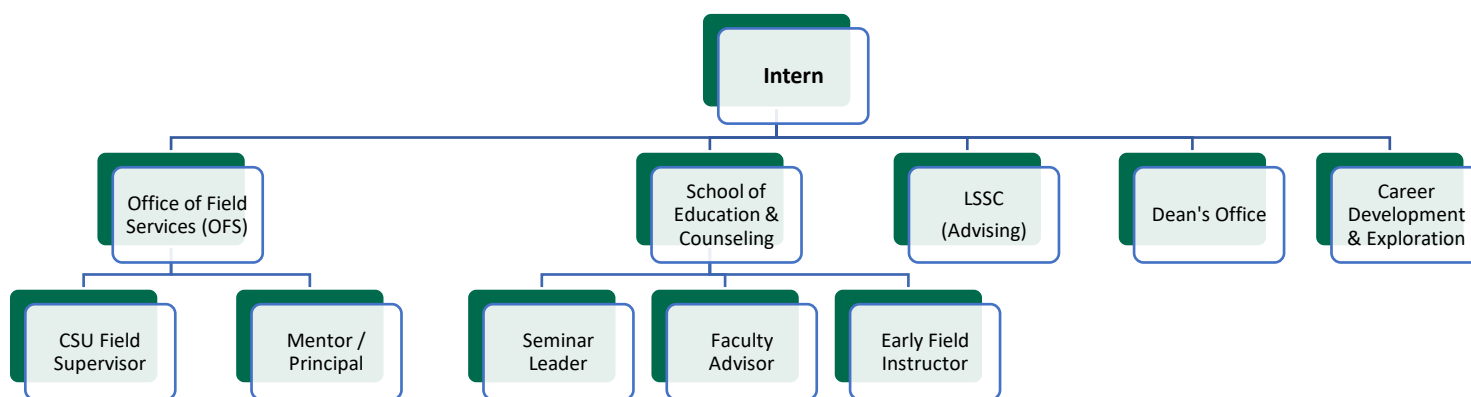
- Adolescent Young Adult (AYA): 7<sup>th</sup>-12<sup>th</sup> grade, in English Language Arts, Math, Science, or Social Studies
- Dual Resident Education Program (DREAM): graduate program including PK-5, Early Childhood Intervention Specialist (PK-5) and TESOL

- PK-5
- Master of Urban Secondary Teaching Residency Program (MUST): graduate level AYA and WL programs
- Middle Childhood (MCE): 4<sup>th</sup>-9<sup>th</sup> grade, two content areas - English Language Arts, Math, Science, Social Studies
- Music (K-12)
- Special Education (SPED): K-12, Mild/Moderate or Moderate/Intensive
- Speech and Language Pathology (SLP)
- Teaching English to Speakers of Other Languages (TESOL)
- World Languages (WL): PK-12, French or Spanish

The Intern is encouraged to schedule regular appointments with their academic advisor to ensure that they are taking the correct coursework and meeting program requirements. Each licensure area has specific requirements for the major field experiences. Assignments for each experience are listed on the class syllabus.

## Section 7: Support Team

A successful field experience is a partnership among the Intern, Mentor Teacher/Principal, CSU Field Supervisor, Seminar Leader, Program Instructors and the Office of Field Services. All stakeholders ensure that theory and practice are linked, maintain coherence across clinical and academic components, and share accountability with all party's involved. Interns are encouraged to seek assistance from their Support Team.



**Intern:** The Intern is an enrolled student in the University who is eligible for field experiences in their chosen area of preparation. The Intern will apply coursework knowledge, and the expertise of their Mentor Teacher and CSU Field Supervisor, to gain the skills needed to teach effectively.

**Office of Field Services (OFS):** The Office of Field Services is the primary link between the Intern and all other stakeholders. The OFS classroom space in JH 187 is the central hub for Interns to gather, network, and practice their teaching skills. In addition, OFS coordinates field experiences and requirements, mediates concerns, assists with Anthology Portfolio, edTPA, and OAE exams, and connects Interns to CSU support services. OFS also has the right to terminate an Intern's experience.

**CSU Field Supervisor:** The CSU Field Supervisor is employed by the university and is a part of the OFS Team. They support Interns by observing, coaching, evaluating, and providing feedback to improve teaching practices. The Supervisor guides the Intern through CSU policies and procedures and communicates regularly with Intern and Mentor Teacher about the Intern's progress.

**Mentor:** The Mentor Teacher is employed by the school district. They support the Intern with planning and implementing lessons, learning routines and expectations of the school and classroom, and sharing resources and materials. The Mentor communicates regularly with the Intern and CSU Field Supervisor about the Intern's progress. They have the right to revoke the invitation to their classroom if an Intern is perceived as negatively impacting PK-12 students.

**Principal:** The principal is employed by the school district. They support the Intern as a pre-service teacher working in the Mentor Teacher's classroom. They should encourage active involvement of building wide meetings and staff professional development.

**School of Education & Counseling:** This School is part of the Levin College of Public Affairs and Education (Levin College) and houses teacher preparation programs and faculty. The Director oversees concerns and disputes involving the Office of Field Services. They are located in JH 376.

**Faculty Advisor:** Faculty Advisors provide academic advising and support to the Intern in the College. They are assigned by program area and noted in Starfish (undergraduate) or on program plan (graduate).

**Seminar Leader:** The Seminar leader is faculty or an adjunct professor. They lead the seminar class as a co-requisite to field experience, determine seminar assignments, grade seminar assignments, and report grades. The Seminar Leader offers support with edTPA and Anthology Portfolio assignments. They should notify OFS if a conflict cannot be resolved between the Intern, Mentor, or Supervisor.

**Early Field Instructor:** The Early Field Instructor is faculty or an adjunct professor. They lead the class as a co-requisite to field experience, determine the assignments, grade the assignments, and report grades. They support the Early Field Interns in the field.

**Levin Student Services Center (LSSC):** The LSSC includes advisors who provide academic and professional guidance to future, current, and past Levin College Interns. They assist with enrollment, BCI and FBI background checks, academic pre-requisites, graduation, licensure, petitions, and comprehensive exams. LSSC is located in Julka Hall 170.

**Levin College Dean's Office:** Leadership team for the Levin College of Public Affairs and Education. It is located in UR 335.

**Career Development & Exploration:** Prepares students for the world of work and helps them understand the power of their own story and how to leverage networks. It is located in Rhodes Tower West 280.

## Section 8: General Guidelines & Course Objectives for Field Experiences

The Intern transitions through the developmental stages of observer, participant, co-teacher, and finally, teacher. Each licensure program may share specific guidelines for implementation of the different aspects of the field experience.

- **Observer:** The Intern should observe with a clear purpose in mind, i.e., where materials are kept, classroom management techniques, how individual PK-12 students respond to the teacher, what motivates PK-12 students, etc. It is important to record these observations as this is an active and ongoing process. Observations should extend into classes taught at grade levels or in subject fields other than those of the Mentor Teacher. The Intern should become thoroughly acquainted with the PK-12 students, school, administrative routine, and the school's community. (OSTP 1, 2, 3, 5, 6 & 7)
- **Participant:** The Intern is expected to observe and participate actively in the classroom situation in accordance with the Mentor Teacher's schedule. Participation may include: helping individual PK-12 students who are having difficulties, monitoring small groups, assisting with routine tasks, keeping records,



preparing teaching materials, checking written work, preparing and using technology, and supervising in the hall, lunchroom, library, and/or playground. (OSTP 1, 2, 3, 5, 6, & 7)

- **Co-Teacher:** The Intern should consider co-teaching for a period of time with the Mentor Teacher before assuming the primary role of teacher. Co-teaching will assist the Intern in making the transition between participant and teacher. (OSTP 1, 2, 3, 4, 5 & 7)
- **Teacher:** The Intern should assume the primary role of teacher at a time determined jointly by the Intern, Mentor Teacher, and the CSU Field Supervisor. It is expected that, through gradual induction, the Intern will assume complete responsibility of the classroom. Each licensure program and individual placement varies, see Syllabi for specific requirements. (OSTP 1, 2, 3 & 4)

*Adapted from University of Dayton*

## Section 9: Early Field Experiences

The first field experience is the beginning transition from student to professional. In order to make this first step a successful one there are several considerations before enrolling in a class with a field experience component. The Early Field Experiences support the development of an informed teaching philosophy and build pedagogical and dispositional capacity.

The charts below detail early field guidelines and general information by program area. CSU students will need to assure their schedule allows for field hours, travel to and from the school, and adequate time to park. They will need to provide their own transportation to and from the field site. Please note that due to some Early Field Experiences occurring outside of your class time, it is important to meet with your course instructor and plan your hours accordingly.

**All placements and calendar start times in the field are based on availability of mentors and building participation.**

Early Field Experiences: CSUteach (AYA)			
AYA 7 <sup>th</sup> -12 <sup>th</sup> (English, Mathematics, Science, Social Studies) World Language K-12 (French, Spanish)			
	Step One: Inquiry Approaches to Teaching	Introduction to Education	Classroom Interactions
<b>Course #</b>	EUT 201/EUT 202	EDB 241	EUT 305/EUT 306
<b>Semester</b>	Fall	Spring	Spring
<b>Required Field Hours:</b> Completed during Weeks 6-15 of semester	18 hours  Field hours occur outside of class time	18 hours  Field hours occur outside of class time	40 hrs.  Field hours. occur outside of class time
<b>Teaching Responsibility</b>	Plan, teach, and reflect on two inquiry- based lessons in a middle school classroom	Two written reflections based on your field observations  Develop and teach one lesson in your field experience to a small group <u>or</u> whole classroom	Write and facilitate a lesson for a small group  Write and teach two lessons in your field experience to whole classroom
<b>Observations</b>	Required and conducted by Mentor Teacher and CSU Instructor/Supervisor  Reference course syllabus for more details	Required and conducted by Mentor Teacher and CSU Instructor/Supervisor  Reference course syllabus for more details	Required and conducted by Mentor Teacher and CSU Instructor/Supervisor  Reference course syllabus for more details
<b>Placement</b>	Apply for field experience on OFS website.	Apply for field experience on OFS website.	Apply for field experience on OFS website.

Early Field Experiences: CSUteach (AYA) AYA 7 <sup>th</sup> -12 <sup>th</sup> (English, Mathematics, Science, Social Studies) World Language K-12 (French, Spanish)			
	Step One: Inquiry Approaches to Teaching	Introduction to Education	Classroom Interactions
	<p>For Fall Experiences, apply between August 1<sup>st</sup>-September 15<sup>th</sup></p> <p>For Spring Experiences, apply between December 1<sup>st</sup>-February 15<sup>th</sup></p> <p>Assigned by OFS</p> <p>Supported by a Mentor Teacher and CSU Field Supervisor</p> <p>Placed with CSU student partner</p>	<p>For Fall Experiences, apply between August 1<sup>st</sup>-September 15<sup>th</sup></p> <p>For Spring Experiences, apply between December 1<sup>st</sup>-February 15<sup>th</sup></p> <p>Assigned by OFS</p> <p>Supported by a Mentor Teacher and CSU Field Supervisor</p> <p>Placed with CSU student partner</p>	<p>For Fall Experiences, apply between August 1<sup>st</sup>-September 15<sup>th</sup></p> <p>For Spring Experiences, apply between December 1<sup>st</sup>-February 15<sup>th</sup></p> <p>Assigned by OFS</p> <p>Supported by a Mentor Teacher and CSU Field Supervisor</p> <p>Placed solo or with CSU student partner</p>
<b>See Syllabus or Course Instructor for specific requirements regarding:</b> Breaks/Holidays, School Closures/Inclement Weather, Professional Development, and other pertinent information			

Early Field Experiences: MUST	
	Teaching and Management in the Secondary School
<b>Course #</b>	EDB 505
<b>Semester</b>	Summer
<b>Required Field Hours:</b>	Varies
<b>Teaching Responsibility</b>	Identify and plan appropriate instructional strategies for diverse learners.
<b>Observations</b>	Conducted by Mentor Teacher and CSU Instructor/Supervisor
<b>Placement</b>	Partner School Site
<b>See Syllabus or Course Instructor for specific requirements regarding:</b> Breaks/Holidays, School Closures/Inclement Weather, Professional Development, and other pertinent information	

Early Field Experiences: PK-5			
	Rotation 1	Rotation 2	Rotation 3
<b>Course</b>	EDB 241-Focused on Social Foundations in Education	ECE 341- Focused on Assessment and Instruction	ECE 351-Focused on Students as Learners
<b>Semester</b>	Spring	Fall (1 <sup>st</sup> -5 <sup>th</sup> classroom)	Spring (PK-K classroom)
<b>Required Field Hours</b>	<p>18-20 hours</p> <p>Attendance is mandatory and recorded in Sign-In Book located at site of fieldwork</p>	<p>75-hours-3.75 hours, 2 days a week for 10 weeks</p> <p><i>*Professor may hold class on site based on availability and preference during field hours-debrief</i></p>	<p>75-hours-3.75 hours, 2 days a week for 10 weeks</p> <p><i>*Professor may hold class on site based on availability and preference during field hours-debrief</i></p>

<b>Early Field Experiences: PK-5</b>			
	<b>Rotation 1</b>	<b>Rotation 2</b>	<b>Rotation 3</b>
<b>Teaching Responsibility</b>	<p>Observe teaching practices and record</p> <p>Tutor individuals/small groups per teacher request</p> <p>Collaborate with peers, individuals, and groups at the site of fieldwork</p>	<p>Collect data on three students i.e., Struggling, average, highly capable (per classroom teachers' selection)</p> <p>Write profile on each student selected</p> <p>Plan and teach lesson well into the semester as set by classroom teacher and student.</p> <p>Tutor/small group activity</p>	<p>Implement Learning Center-free choice</p> <p>Teach one differentiated and integrated lesson</p> <p>Project/investigation Developed and implement unit plan that encompasses multiple disciplines</p> <p>Tutor/small group activity</p>
<b>Observations</b>	Conducted by Mentor Teacher and CSU Instructor/Supervisor	Conducted by Mentor Teacher and CSU Instructor/Supervisor	Conducted by Mentor Teacher and CSU Instructor/Supervisor
<b>Placement</b>	<p>Apply for field experience on OFS website</p> <p>For Fall Experiences, apply between August 1<sup>st</sup>-September 15<sup>th</sup></p> <p>For Spring Experiences, apply between December 1<sup>st</sup>-February 15<sup>th</sup></p> <p>Placed by class to single or multiple schools. Location, number of students in placement, and assigned mentor determined by course instructor and OFS.</p>	<p>Apply for field experience on OFS website</p> <p>For Fall Experiences, apply between August 1<sup>st</sup>-September 15<sup>th</sup></p> <p>For Spring Experiences, apply between December 1<sup>st</sup>-February 15<sup>th</sup></p> <p>Schools attained by OFS. Professor assigns students to appropriate classroom (2 per classroom) based on availability of mentors at 1 to several building locations</p>	<p>Apply for field experience on OFS website</p> <p>For Fall Experiences, apply between August 1<sup>st</sup>-September 15<sup>th</sup></p> <p>For Spring Experiences, apply between December 1<sup>st</sup>-February 15<sup>th</sup></p> <p>Schools attained by OFS. Professor assigns students to appropriate classroom (2 per classroom) based on availability of mentors at 1 to several building locations</p>
<b>Other</b>	Students will receive a Rotation 1 "Must Know" Document specific to their field site that will include key information such as access/identification procedures, attendance protocols, and professional dispositions.		
<b>See Syllabus or Course Instructor for specific requirements regarding:</b> Observations, Breaks/Holidays, School Closures/Inclement Weather, Professional Development and other pertinent information			

Early Field Experiences: Middle Childhood (4 <sup>th</sup> -9 <sup>th</sup> )			
	Rotation 1	Rotation 2	Rotation 3
<b>Course #</b>	EDB 241- Social Context of Urban Education	EDM 341 – Middle Childhood Rotation & Seminar 2: Assessment & Instruction	EDM 351 – Middle Childhood Rotation & Seminar 3: Students as Learners
<b>Semester</b>	Spring	Fall	Spring
<b>Required Field Hours</b> *Completed during Weeks 6-15 of semester	18-20 hours  Attendance is mandatory and recorded in Sign-In Book located at site of fieldwork	75 Hours in field School & non-school settings  37.5 Hours in classroom focusing on Assessment, Value Added concepts, Planning for Learning, Implementation of Teaching and Learning, Pedagogical Content, Classroom Management (Classroom Environment, Culturally Responsive Teaching).	75 Hours in field School & non-school settings  37.5 Hours in classroom focusing on classroom management, exceptionalities, Gifted Learners, and exceptionalities.
<b>Teaching Responsibility</b>	Observe teaching practices and record  Tutor individuals/small groups per teacher request Collaborate with peers, individuals, and groups at the site of fieldwork	Perform <b>three</b> teaching cycles using Frey and Fisher’s gradual release model, including one co-taught lesson in the field	<b>Exploration &amp; Reflection:</b> Record <b>two</b> critical observations of your mentor teacher as s/he teaches the same lesson in one day <b>Conversations [Mentor Teacher]:</b> Informal talk with Mentor & written reflection <b>Delivery of One Mentor Lesson with Teaching Partner</b>
<b>Observations</b>	Conducted by Mentor Teacher and CSU Instructor/Supervisor	Conducted by Mentor Teacher and CSU Instructor/Supervisor	Conducted by Mentor Teacher and CSU Instructor/Supervisor
<b>Placement</b>	Apply for field experience on OFS website.  For Fall Experiences, apply between August 1 <sup>st</sup> -September 15 <sup>th</sup>  For Spring Experiences, apply between December 1 <sup>st</sup> -February 15 <sup>th</sup>  Placed by class to single or multiple schools. Location, number of students in placement, and assigned mentor determined by course instructor and OFS.	Apply for field experience on OFS website.  For Fall Experiences, apply between August 1 <sup>st</sup> -September 15 <sup>th</sup>  For Spring Experiences, apply between December 1 <sup>st</sup> -February 15 <sup>th</sup>  Assigned by OFS  Supported by a Mentor Teacher and CSU Field Supervisor	Apply for field experience on OFS website.  For Fall Experiences, apply between August 1 <sup>st</sup> -September 15 <sup>th</sup>  -For Spring Experiences, apply between December 1 <sup>st</sup> -February 15 <sup>th</sup>  Assigned by OFS  Supported by a Mentor Teacher and CSU Field Supervisor

Early Field Experiences: Middle Childhood (4 <sup>th</sup> -9 <sup>th</sup> )			
	Rotation 1	Rotation 2	Rotation 3
<b>Other</b>	Students will receive a Rotation 1 “Must Know” Document specific to their field site that will include key information such as access/identification procedures, attendance protocols, and professional dispositions.		
<b>See Syllabus or Course Instructor for specific requirements regarding:</b> Observations, Breaks/Holidays, School Closures/Inclement Weather, Professional Development and other pertinent information			

Early Field Experiences: Special Education (K-12) Mild to Moderate Educational Needs			
	Rotation 1	Rotation 2	Rotation 3
<b>Course #</b>	EDB 241- Social Context of Urban Education	ESE 341 – Mild/Moderate Rotation & Seminar 2: Assessment & Instruction  ESE 521	ESE 351 – Mild/Moderate Rotation & Seminar 3: Students as Learners  ESE 522
<b>Semester</b>	Spring	Fall	Spring
<b>Required Field Hours</b> *Completed during Weeks 6-15 of semester	18-20 hours  Attendance is mandatory and recorded in Sign-In Book located at site of fieldwork	75 hours in field (school and non-school settings)  37.5 hours in classroom (primarily in field location) focusing on Assessment, Value Added concepts, Planning for Learning, Implementation of Teaching and Learning, Pedagogical Content, Classroom Management (Classroom Environment, Culturally Responsive Teaching).	75 hours in field (school and non-school settings)  37.5 hours in the classroom (primarily in field location) focusing on classroom management, exceptionalities, and gifted learners  Essential content from rotation 1 and rotation 2 will be revisited and Interns understanding and application of previously introduced content will be enhanced and deepened.

Early Field Experiences: Special Education (K-12) Mild to Moderate Educational Needs			
	Rotation 1	Rotation 2	Rotation 3
<b>Teaching Responsibility</b>	<p>Observe teaching practices and record</p> <p>Tutor individuals/small groups per teacher request</p> <p>Collaborate with peers, individuals, and groups at the site of fieldwork</p>	<p>Complete a comprehensive academic evaluation with <b>two learners</b> of differing ability levels</p> <p>Compile the results of all assessment activities into an Evaluation Team Report (ETR)</p> <p>Use data included in the ETR to design an IEP for the learner</p>	<p>Serve as tutor for children. The tutored students may or may not have a disability, but instruction will be individualized as for any special education student (whether gifted or delayed).</p> <p>Prepare individual materials for your tutees.</p> <p>Turn in a tutoring template (an abbreviated lesson outline given in class) every session.</p>
<b>Observations</b>	Conducted by Mentor Teacher and CSU Instructor/Supervisor	Conducted by Mentor Teacher and CSU Instructor/Supervisor	Conducted by Mentor Teacher and CSU Instructor/Supervisor
<b>Placement</b>	<p>Apply for field experience on OFS website.</p> <p>For Fall Experiences, apply between August 1<sup>st</sup>-September 15<sup>th</sup></p> <p>For Spring Experiences, apply between December 1<sup>st</sup>-February 15<sup>th</sup></p> <p>Placed by class to single or multiple schools. Location, number of students in placement, and assigned mentor determined by course instructor and OFS.</p>	<p>Apply for field experience on OFS website.</p> <p>For Fall Experiences, apply between August 1<sup>st</sup>-September 15<sup>th</sup></p> <p>For Spring Experiences, apply between December 1<sup>st</sup>-February 15<sup>th</sup></p> <p>Assigned by OFS</p> <p>Supported by a Mentor Teacher and CSU Field Supervisor</p>	<p>Apply for field experience on OFS website.</p> <p>For Fall Experiences, apply between August 1<sup>st</sup>-September 15<sup>th</sup></p> <p>For Spring Experiences, apply between December 1<sup>st</sup>-February 15<sup>th</sup></p> <p>Assigned by OFS</p> <p>Supported by a Mentor Teacher and CSU Field Supervisor</p>
<b>Other</b>	Students will receive a Rotation 1 "Must Know" Document specific to their field site that will include key information such as access/identification procedures, attendance protocols, and professional dispositions.		
<b>See Syllabus or Course Instructor for specific requirements regarding:</b> Observations, Breaks/Holidays, School Closures/Inclement Weather, Professional Development and other pertinent information			

Early Field Experiences: Special Education (K-12) Moderate to Intensive Educational Needs			
	Rotation 1	Rotation 2	Rotation 3
<b>Course #</b>	EDB 241- Social Context of Urban Education	ESE 361 – Moderate/Intensive Rotation & Seminar 2: Assessment & Instruction  ESE 510	ESE 371 – Moderate/Intensive Rotation & Seminar 3: Students as Leaders ESE 511
<b>Semester</b>	Spring	Fall	Spring
<b>Required Field Hours</b> *Completed during Weeks 6-15 of semester	18-20 Hours in a field experience in addition to lecture and seminar examining the school in diverse cultural contexts.	75 hours in field (school and non-school settings)  37.5 hours in classroom (primarily in field location) focusing on Assessment, Value Added concepts, Planning for Learning, Implementation of Teaching and Learning, Pedagogical Content, Classroom Management (Classroom Environment, Culturally Responsive Teaching)  Essential content from rotation 1 will be revisited and interns understanding and application of previously introduced content will be enhanced and deepened.	75 hours in field (school and non-school settings)  37.5 hours in classroom (primarily in field location) focusing on classroom management, exceptionalities, Gifted Learners, and exceptionalities.
<b>Teaching Responsibility</b>	Observe teaching practices and record  Tutor individuals/small groups per teacher request  Collaborate with peers, individuals, and groups at the site of fieldwork	Complete assigned assessment reports  Present the results of various assessments to colleagues, students, and families  Use the results of these assessments to prepare a written IEP	Support instruction: learn the day-to-day tasks of being a teacher  Attend an IEP meeting  Complete a document to organize each of your students' IEP goals  Develop a system to collect data and monitor students' progress
<b>Observations</b>	Conducted by Mentor Teacher and CSU Instructor/Supervisor	Conducted by Mentor Teacher and CSU Instructor/Supervisor	Conducted by Mentor Teacher and CSU Instructor/Supervisor
<b>Placement</b>	Apply for field experience on OFS website.  For Fall Experiences, apply between August 1 <sup>st</sup> -September 15 <sup>th</sup>	-Apply for field experience on OFS website.  For Fall Experiences, apply between August 1 <sup>st</sup> -September 15 <sup>th</sup>	Apply for field experience on OFS website.  For Fall Experiences, apply between August 1 <sup>st</sup> -September 15 <sup>th</sup>

Early Field Experiences: Special Education (K-12) Moderate to Intensive Educational Needs			
	Rotation 1	Rotation 2	Rotation 3
	For Spring Experiences, apply between December 1 <sup>st</sup> -February 15 <sup>th</sup>  Placed by class to single or multiple schools. Location, number of students in placement, and assigned mentor determined by course instructor and OFS.	For Spring Experiences, apply between December 1 <sup>st</sup> -February 15 <sup>th</sup>  Assigned by OFS  Supported by a Mentor Teacher and CSU Field Supervisor	For Spring Experiences, apply between December 1 <sup>st</sup> -February 15 <sup>th</sup>  Assigned by OFS  Supported by a Mentor Teacher and CSU Field Supervisor
<b>See Syllabus or Course Instructor for specific requirements regarding:</b> Observations, Breaks/Holidays, School Closures/Inclement Weather, Professional Development and other pertinent information			

Early Field Experiences: DREAM		
	Rotation 1	Rotation 2
<b>Course #</b>	DRE 601	DRE 602
<b>Semester</b>	Fall	Spring
<b>Required Field Hours</b>	50 Field Hours	50 Field Hours
<b>Teaching Responsibility</b>	Observe teaching practices, observe individual students, and teach 2-3 lessons	Observe teaching practices, teach and record 1 lesson minimum, work with parents of Els, work with mentor teacher to identify characteristics and needs of families
<b>Observations</b>	Conducted by Mentor Teacher and CSU Instructor/Supervisor	Conducted by Mentor Teacher and CSU Instructor/Supervisor
<b>Placement</b>	K-5 with high EL population	K-5 with high EL population
<b>See Syllabus or Course Instructor for specific requirements regarding:</b> Breaks/Holidays, School Closures/Inclement Weather, Professional Development, and other pertinent information		

## Early Field Placement Process

### Apply for Early Field Experience

- Students must apply for early field experiences through the OFS website. For Rotation 2 and Step 1, the application is open August 1-September 15. For Rotation 1, Step 2, Rotation 3, and Classroom Interactions, the application is open December 1-February 15.

### Complete BCI/FBI Background Check and Apply for Pre-Service Teacher Permit

- Students must have a valid and current BCI/FBI background check on file in order to be cleared for entry into the field. Background checks can be completed at the Levin Student Services Center (LSSC).
- Students must create an account with OHID and apply for a 3 year Pre-Service Teacher Permit.

### Placement Coordinated with School Partners

- NOTE: Students may not contact schools or teachers directly to request placement. Contacting schools may lead to a delay or withdrawal from placement.

### District/School Confirms Partnership

- The requested district/school approves partnership in coordination with course instructor and/or OFS.

### Intern Receives Notification of Placement

- Rotation 1 Field Placement details will be provided by course instructor. For other Early Field Experiences, placement details will be sent to the Intern's CSU email by OFS.

\*For placement information specific to your program area/course, please see the Early Field Experience tables in Section 9



## Section 10: Final Year Field Experiences

The Final Year Field Experiences facilitate the transition from Intern to teacher. The final year includes field time that is separate from class time and the schedule is coordinated between Mentor Teacher and Intern. The Intern will need to ensure their schedule allows for field hours, travel to and from the school, and parking time. They will need to provide their own transportation to and from the field site. All hours should be recorded on the **OFS Attendance Form**. The below charts detail the Intern's schedule and general information.

### Semester 1: Practicum

	<b>P-5 /Middle / SPED / DREAM</b>	<b>AYA: ELA, MATH, SCI, SST World Language, MUST**</b>
<b>Course</b>	Internship I (IT1) / Practicum*	Apprentice Teaching I (AT1) / Practicum*
<b>Required Field Hours</b>	M-TH mornings, 3 hours/morning for entire 15-week semester (12 hours a week)	Minimum of 80 hours over the course of 15-week semester (~5.5 hours a week, suggested same period each day to observe PK-12 student growth) <i>**See MUST note below</i>
<b>Teaching Responsibility</b>	Work with small PK-12 student groups, teach Mentor Teachers' lessons, gather and develop instructional materials, and gradually take responsibility for developing and teaching own lessons in the classroom. Full teaching for at least 2 weeks at end of semester.	Work with small PK-12 student groups, teach Mentor Teachers' lessons, gather and develop instructional materials, and gradually take responsibility for developing and teaching own lessons in the classroom. Full teaching for at least 2 weeks at end of semester.
<b>Spring Breaks</b>	Follow District Calendar	Follow District Calendar
<b>School Closures <i>Inclement Weather/ Emergency Days</i></b>	Missed hours are not required to be rescheduled	Missed hours must be rescheduled to reach minimum hours
<b>Seminars/Meetings/ Professional Development (PD)</b>	Seminars are required, Mentor Teacher meetings are optional, PD is strongly encouraged	Seminars are required, Mentor Teacher meetings are optional, PD is strongly encouraged
<b>Number of Required Observations</b>	2 by Mentor 4 by CSU Field Supervisor	2 by Mentor 3 by CSU Field Supervisor
<b>Other</b>	Interns are encouraged to participate in extracurricular activities IF they are part of Mentor Teacher's contracted hours.	Interns are encouraged to participate in extracurricular activities IF they are part of Mentor Teacher's contracted hours.

*\*All programs should refer to the syllabus for specific requirements. Practicum may have additional requirements.*

*\*\*MUST Interns complete 4 hours/4 mornings for 12-weeks (16 hours per week). 2 mentor teacher and 3 CSU Field Supervisor observations are required.*

## Semester 2: Student Teaching

	<b>P-5 /Middle / SPED / DREAM / Music</b>	<b>AYA: ELA, MATH, SCI, SST, World Language, MUST</b>	<b>Speech Language Pathology</b>
<b>Course</b>	Internship II (IT2) / Student Teaching*	Apprentice Teaching II (AT2) / Student Teaching*	Student Teaching Externship
<b>Required Field Hours</b>	Follow District Calendar and Mentor Teacher's contracted hours for 15 weeks	Follow District Calendar and Mentor Teacher's contracted hours for 12 full weeks.	Follow District Calendar and Mentor Teacher's contracted hours 4 days/week for 15 weeks
<b>Teaching Responsibility</b>	Full responsibilities of the classroom teacher by week 8	Full responsibilities of the classroom teacher	Work with assigned groups, gather and develop instructional materials and gradually take responsibility for developing and teaching own lessons in the speech room or classroom. Full responsibilities of the SLP by Midterm time is expected.
<b>Spring Breaks</b>	Follow District Calendar only	Follow District Calendar only but does not count toward 12 weeks	Follow District Calendar only
<b>School Closures Inclement Weather/ Emergency Days</b>	Missed hours are not required to be rescheduled	Hours beyond 3 days must be rescheduled to reach minimum hours	Missed hours are not required to be rescheduled
<b>Seminars/Meetings/ Professional Development (PD)</b>	Seminars and Mentor Teacher meetings are required, PD is strongly encouraged	Seminars and Mentor Teacher meetings are required, PD is strongly encouraged	Weekly Wednesday practicum meetings are required. Mentor SLP meetings are required. PD is encouraged.
<b>Number of Required Observations</b>	2 by Mentor 4 by CSU Field Supervisor	2 by Mentor 3 by CSU Field Supervisor	Daily by Mentor (if required) 2 by CSU Field supervisor
<b>Other</b>	Interns are encouraged to participate in extracurricular activities IF they are part of Mentor Teacher's contracted hours. With advanced notice, , CSU Career Fair, and PD Sessions are excused time away from the classroom.	Interns are encouraged to participate in extracurricular activities IF they are part of Mentor Teacher's contracted hours. With advanced notice, CSU Career Fair, and PD Sessions are excused time away from the classroom. Hours beyond 3 days must be rescheduled.	Externs are encouraged to participate in extracurricular activities if they are part of the contracted teachers' hours. With advance notice, CSU Career Fair and Interview Day are excused time away from the speech classroom.

\*All programs should refer to the syllabus for specific requirements. Student Teaching may have additional requirements.

## Section 11: The Placement Process for Final Year

In order to secure placements for our field experiences, the Office of Field Services partners with over 75 districts and schools in the northeast Ohio region. The following information will guide you through the placement process.

### Process

#### Apply for Final Field Experience

##### Final Year Field Experience Application

Interns must apply for final year field experiences the semester prior to their final year. For fall experiences, the application is open from December 1 – February 15. For spring experiences, the application is open from August 1-September 15. Before applying, please review the information session found on the **application page of the OFS website**. Late applications must be submitted once the application link closes. Late Fees may apply and a placement is not guaranteed.

#### Apply to Paid Field Experience (Optional)

##### Cleveland Teaching Fellowship (CTF)

CTF is a partnership between the Cleveland Metropolitan School District (CMSD), CSU, and the Cleveland Foundation. It is a grant funded program (awarded annually) that engages highly qualified teacher candidates in paid final year field experiences in select CMSD buildings. CTF is creating a diverse pipeline of strong teacher candidates committed to urban education. Applicants must be in a licensure program, meet all final year requirements, be a US citizen or permanent resident, and be committed to urban education. Applications are due in early spring semester and typically require a short essay, resume, and interview.

##### Teach, Earn, & Learn

Cleveland State University is partnering with urban school districts in the Cleveland area to offer the Master of Urban Secondary Teaching (MUST) students the opportunity to work as long-term substitute teachers during the year-long teaching residency.

#### Complete Academic Requirements

##### Academic Prerequisite Check

Intern must meet with LSSC (Advising) before April 1<sup>st</sup> (for a Fall Experience) or November 1<sup>st</sup> (for a Spring Experience) to verify academic eligibility. This includes the completion of all prerequisite courses according to the program of study for your licensure area, an overall GPA of at least 2.75, a professional GPA of at least 2.75 (with no D's, F's, Incompletes, or X's in professional course work), content GPA of at least 2.5 (per content area for middle and secondary licensure), and all I's, X's, F's must be resolved before being allowed to enter the field. LSSC will send a completed document to OFS. *\*This must be complete before a placement is secured.*

##### CampusNet Registration

All Interns must be enrolled in a Field Experience course. Please contact LSSC (Advising) for help with enrollment. If an Intern withdraws from a course, they must contact OFS to also be withdrawn from the field. Late enrollment fees may apply if this step is not completed.

### **BCI and FBI Background Check**

Interns **must** have a valid and current BCI (Ohio) and FBI (Federal) background check on file with the Office of Field Services and the Ohio State Board of Education. To schedule an appointment to complete a background check, visit the Levin Student Service Center's (LSSC) website.

### **Requirements for a Preschool Classroom Placement**

If placed in a preschool classroom, the Intern will need to provide the following documents and should keep a copy when in the field:

- Background checks with Code 5104.013
- Cleared "Request for background check" from Ohio Professional Registry (OPR) profile ([occrpa.org](http://occrpa.org))

### **BCI/FBI Criminal Record**

If a background check includes a criminal record, Ohio State Board of Education will review the information based on the Ohio Revised Code §9.79. Additional documentation of rehabilitation may be required at that time. The Intern should also review the Ohio Department of Education and Workplace website for first-time licensure applicants' requirements.

### **Pre-Service Teacher Permit**

The State of Ohio Pre-Service Teacher Permit is required for candidates who are enrolled in educator preparation programs to complete student teaching or other training experience involving students in P-12 schools. Interns can apply for a 1-year or 3-year permit depending on the time remaining in their teacher preparation program. Interns must have a BCI and FBI coded 3319 on file with the Ohio State Board of Education prior to applying for a permit.

### **Anthology Portfolio**

It is the responsibility of the Intern to ensure completeness. All final year field assignments are submitted through Anthology Portfolio.

### **Petitions**

Petitions are submitted for program and placement exceptions (i.e., taking a prerequisite class with an experience, waiving an experience, special match placement, etc.). All Petitions should be submitted to LSSC and can be found on their website. Please contact OFS or LSSC for more information.

### **Program Specific Requirements**

Some program areas require additional non-academic requirements. Intern may submit documents to OFS via **email** or in person (JH 187). See chart below for program specific requirements:

## Process Cont'd

Program Area	TB	Hepatitis B (3 shots)	ODJFS Medical Statement	Unofficial CSU Transcripts
P-5* DREAM*		✓✓✓	✓	✓
Special Education		✓✓✓		
Speech & Language Pathology	✓			

\*See BCI/FBI Requirements for a Preschool Classroom Placement

### OAE Exams (Semester 2)

Interns are required to register for all Ohio Assessment for Educators (OAE, or alternative licensure) exams before the start of their final semester. Proof of registration must be sent to OFS. Once exams are completed, ODEW will receive OAE test results, but Cleveland State University must be designated as a recipient for each test registration.

Please note: ODEW has determined that successful completion of the edTPA to be an allowable alternative to the Assessment of Professional Knowledge Exam (OAE-APK 002, 003, 004, 057). Interns must pass edTPA with a score of 37 to replace the APK. *Interns cannot use the APK to replace the edTPA.*

Registration and study resources can be found on the **OFS Website** or [www.oh.nesinc.com](http://www.oh.nesinc.com). For information about study guide resources, please contact OFS.

Program Area	OAE Exams (Provide Proof – go to <a href="http://oh.neisc.com">oh.neisc.com</a> )		
PK-5	057	055	190
SPED: Mild/Mod, Mod/Int	004	043	190
Speech		Praxis II 5331	
Middle Childhood	002	028, 029, 030, 031 (2)	190
Secondary	003	020, 024, 025, or 027	
World Language: Spanish, French, Mandarin	004	OPI	WPT
Music	004	032	
TESOL			023
DREAM	057	021, 055, 058	190

### OFS Submits Match Request to District/School

#### Placement Guidelines

OFS works with school districts to place Interns. Many details are taken into consideration for each Intern's placement including (but not limited to) licensure area, diversity in grade level and content area, urban requirements, transportation requests, conflicts of interest, number of Interns accepted per district, and mileage from an Intern's home address to a school. Every effort is made to place an Intern in the best available school. ***An Intern may not contact schools or teachers directly to request placement. Contacting schools may lead to a delay or withdrawal from placement.***

Please read through the placement guidelines and requirements below carefully:

#### Conflicts of Interest

- Completing an experience in the school the Intern attended (under 10 years from graduation date)
- Completing an experience in a school where family/friend works or attends
- Completing an experience where the Intern is employed, unless approved through a petition

#### Urban Requirement

All Interns are required to complete an "urban experience" in one of the following ways:

- Participate in at least 50 hours of early field experience in urban settings
- Complete Internship I/Apprentice Teaching I/Practicum or Internship II/Apprentice Teaching II/Student Teaching in an urban setting (it is acceptable to complete both experiences in an urban school, if desired)

#### Shared Experience

In order to provide some Interns with the opportunity to teach a variety of subjects, it may be necessary for two or three Mentors to share one Intern for the full semester. This typically occurs in Middle Childhood or Secondary licensure areas where there is a need to teach multiple subjects in the same grade levels. Decisions about how to arrange shared experiences are made by Mentor Teachers in consultation with OFS. Shared experiences can be defined in two ways:

- Two Mentors share one Intern for the full 15 weeks, i.e., mornings teaching Math and afternoons teaching Science
- Two Mentors split the semester with one Intern, i.e., 8 weeks teaching Math and then 7 weeks teaching science within the same school

#### Split Experience

Some licensure programs have split experiences. The Intern will spend 8 weeks of the semester in one placement and 7 weeks of the semester in another school.

#### Year Long Experience

AT1 and AT2 (AYA, WL) Interns are placed as one yearlong placement with the same Mentor. AT2 Interns will return when their school returns from winter break (follow the district calendar). Middle Childhood can request to loop with the same Mentor(s) if they are receiving experience in both subject areas. This is not guaranteed. P-5 must have an experience in at least two out of the three grade bands (i.e., K-3, 4-8, 9-12).

## Process Cont'd

### **Athletes**

Student Athletes must balance athletic obligations and obligations for the field experience without compromising the quality of the licensure program. Given their practice, travel and game schedules, faculty members will consider a student athlete's request for accommodations.

### **Taking Classes During Final Semester**

Many programs require the Intern to take university courses concurrently. Students must meet with an Advisor to determine course load during final semester. Courses should not conflict with field hours.

### **Working During Final Semester**

The Final semester Intern is strongly encouraged to limit working outside of the field experience as they are expected to take on the duties of the full-time teacher. OFS does not schedule field experiences around Interns' work schedules. Completing your field experience where you are currently employed is discouraged. However, an Intern can petition to complete their field experience at their work place, but hours may not conflict.

## District Confirms Match and OFS Notifies Intern

### **Placement Notification**

Once the Intern has met all program prerequisite requirements and OFS has received a confirmed match, field placement details will be sent to the **Intern's CSU email**. Match information will include contact information for the School, Mentor Teacher(s), and CSU Field Supervisor, as well as information for the mandatory orientation. If any program prerequisite requirements are not completed within ten business days prior to the start of the semester, an Intern's placement cannot be guaranteed.

Some Districts may require additional paperwork prior to the start of the semester. Timely completion of paperwork can impact your placement.

### **Orientation**

A mandatory Orientation is held during the week prior to the start of the semester. (Summer Orientations may be held earlier.) Dates and information will be sent with match information. Failure to attend this may result in a late start to the experience, as Interns may not begin field experiences without attending the Orientation.

### **Child Abuse Recognition Training**

The Intern will receive training in identifying the signs of child abuse and neglect and requirements for reporting child abuse. Interns may also seek similar training from an alternate approved agency at their own cost.

The Intern is considered a **Mandated Reporter** and is required by law to report if they suspect or know that a child is being abused. This includes being aware of and remediating any unsafe environmental situations, avoiding teaching activities that could endanger children's safety, monitoring PK-12 student behavior so that PK-12 students do not pose a threat to one another, and reporting concerns about children who might be abused or neglected. If there is suspected child abuse and/or neglect, Intern should reach out to School Administrators and the Office of Field Services.



## Section 12: Expectations, Procedures and Policies for the Field

### Expectations

#### Program and Syllabi

The Intern can access their seminar and field experience syllabi through Blackboard. Each syllabus identifies course outcomes and key requirements. The outcomes have been aligned to the Ohio Standards for the Teaching Profession, as well as CAEP and program standards. Interns need to read the syllabus to gain an understanding of what is expected for a successful experience.

#### Responsibilities

Intern responsibilities will vary by program and classroom as they transition from observer to teacher. Interns will work with small PK-12 student groups, teach Mentor Teachers' lessons, gather and develop instructional materials, and gradually take responsibility for developing and teaching own lessons in the classroom. Here are examples of additional Intern duties:

- In the classroom: help struggling PK-12 students, administer tests or quizzes, grade class work/papers, monitor center activities, plan and deliver lessons, assist during transition times
- Outside the classroom: lunch duty, hall monitoring, assist in study hall monitoring, preparing and putting up bulletin boards, Parent/Teacher conferences
- Outside school hours: planning lessons, preparing instructional materials, attend voluntary site functions, such as Math Night, Athletics, or Musical Concerts. With Mentor consent, Interns may communicate with parents through newsletters, phone calls, letters home, work folders daily/weekly progress reports, or writing notes on PK-12 student's work. Interns should not fraternize with PK-12 students outside of school hours.
- **Refer to CSU Student Professional Dispositions and Professional Boundaries and Consequences for details on student expectations.**

#### Lesson Planning

Successful lessons are a direct result of effective, thorough planning. As beginning educators, Interns are learning how to develop lesson plans that foster teaching that is outlined in the CSU Model of Teaching. Interns may refer to the **10 Essential Questions for Lesson Planning** and the **Lesson Plan Checklist** to assess their plans.

Expectations of a Lesson Plan:

- Follow the outline provided by program area, including specific details
  - Use behavioral objectives aligned to the appropriate standards as the basis for "I can" statements
  - Include assessments, which allow for a PK-12 students to show mastery of lesson objective(s)
  - Contain time frames, materials, both formative and summative assessment procedures, and differentiation strategies
- Plans should be written by the Intern with Mentor support
- Submit to Mentor and/or CSU Field Supervisor 48 hours before teaching

#### Observations

Observations are utilized to show evidence of Intern's growth. All formal observations should be spaced out and scheduled in advance with the Mentor and CSU Field Supervisor. Interns should be prepared for in-person and remote observations.

- Intern submits lesson plan 48 hours in advance
- Mentor/CSU Field Supervisor observes Intern teaching and completes observation form
- Intern participates in post-observation conference
- Intern may upload a recorded lesson to Anthology Portfolio as one of their CSU Field Supervisor observations



## Seminar

Seminars are tied to the field experience. This course is an opportunity to provide structure to the application of academic content to their clinical practice classrooms. The Intern must pass both Seminar and the Field course to be successful. The Seminar Leader teaches this course.

## Triad Conferences

Triad Conferences are an opportunity for the Intern, Mentor, and CSU Field Supervisor to assess the Intern's progress. Observations are used to gather evidence of the Intern's practice and attainment of the Ohio Standards for the Teaching Profession (OSTP) and Program Specific Standards. The **CPAST Rubric Form** is used as the evaluation tool for both Triad discussions. Part 1 was developed in collaboration with other universities and colleges across Ohio and has been aligned to OSTP, CAEP AND INTASC, and RESA Standards. Part 2 is aligned to Specialized Professional Association (SPA) outcomes. It serves as a formative and summative assessment. Since the CPAST Rubric Form is designed to show Intern growth over time. Average passing score for Semester 1 Interns is 1.4 and average passing Score for Semester 2 Interns is 2. The rating scale includes four levels of performance:

- Exceeds Expectations (3)
- Meets Expectations (2) (expected for most Semester 2)
- Emerging (1) (expected for most Semester 1)
- Does Not Meet Expectations (0)

Conferences occur at mid-semester (Week 8) and end of semester. The CSU Field Supervisor, Mentor Teacher, and Intern complete the **CPAST Rubric Form** independently prior to discussing the ratings at the Triad. During the discussion, each member of the team presents sources of evidence to support their rating. Through the discussion, the team agrees on final consensus scores that are entered into the Intern's Anthology Portfolio. The CPAST Rubric includes two subscales: (1) Pedagogy - Planning for Instruction and Assessment, Instructional Delivery, Assessment, and Analysis of Teaching and (2) Dispositions - Professional Commitment and Behaviors, Professional Relationships, Critical Thinking and Reflective Practice. The Form includes a **Goals Section** to be completed at the mid-semester (should guide the Intern's development for the remaining time in the field) and AND at the end of semester (used to support future practice). The CPAST Rubric Form can be found in the OFS Field Intern Template on Anthology Portfolio.

## Teacher Performance Assessment (edTPA)

**edTPA** is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. All Interns seeking a first licensure are required to complete an edTPA. The Seminar Leader, CSU Field Supervisor, and OFS Staff will guide the Intern through the completion process during the Final Semester. There are three major written tasks as part of the edTPA:

- (1) Plan. What and why, including examples of planned assessments and lesson plans
- (2) Instruction. What did the Intern do during the lesson? This includes video recording the Intern teaching.
- (3) Assessment and analysis. What did the PK-12 students learn? Was it successful and how do you know?
- (4) P-5 may have an additional Assessment Task. See the edTPA handbook for details.

The edTPA is a major part of the final semester field experience. The Intern will need a block of time to teach and record the required lessons. The Intern may ask their Mentor for support in completing tasks for the edTPA, but it is not the Mentor's responsibility to assure completion. Mentors can help Interns by asking reflection questions about lesson planning, teaching and assessment.

The edTPA is scored nationally and Interns must pass edTPA with a score of 37 (World Language 32) to replace the APK. *Interns cannot use the APK to replace the edTPA.* All Interns must submit the edTPA as a Cleveland State University requirement for licensure.

## Procedures

### Mentor Contact

Once an Intern has received a confirmed match, they may contact the Mentor by email. The Intern should discuss the date and time of their first visit and exchange contact information. Interns should remind their Mentor to complete the **Mentor Data Form** found on the OFS website by the end of the semester.

### First Visit to School

- Be on time and dressed in a professional manner
- Bring state issued identification for entrance into the school building
- Wear identification at all times in the school or district. OFS provides CSU lanyards for CSU ID cards. Some districts may require their own ID cards.
- Be prepared with a notebook (to take notes) and topics to discuss and/or questions to ask
- Guide the Mentor to the OFS website for Mentor resources
- Ensure the Mentor Teacher has the Supervisor's name and phone number
- Introduce self to administrator(s) and office staff. Interns should make an effort to become acquainted with the Principal and other administration as soon as possible
- Ask for a copy of staff policies and procedures

### Safety and Security

K-12 school communities face an evolving and unique set of threats, hazards, and security challenges. The Intern should become familiar with proper procedures in each building placement, and abide by these personal safety measures: wear CSU identification, bring driver's license or state I.D. when visiting schools, travel light (secure personal property in trunk), lock all car doors, and carpool when possible (parking spaces may be limited). By being alert and reporting suspicious activity to your local law enforcement you can be an active participant in protecting your family, neighbors and community. NOTE—If you see something, say something.

## Policies

### Academic Misconduct

Any violation of Policies within the CSU Student Code of Conduct, including plagiarism, cheating, deception of effort or unauthorized assistance, will be dealt with on an individual basis according to the severity of the misconduct. To encourage original and authentic written work, any written assignments, including edTPA submissions, may be subject to review to judge the originality of the work (I.e., turnitin.com). Dishonesty in any form may result in a failing grade and/or dismissal from a field assignment as outlined in the [Academic Misconduct Policy](#).

### Generative Artificial Intelligence (AI)

Generative AI tools can make your work easier, more productive, and more creative. However, it's important to always use these tools with critical thinking skills. Here's a list of things to keep in mind, adapted from an NPR article from June 2023.

- Privacy: Be careful about sharing any personal or sensitive information with AI tools. Especially if the tool is free, the platform may use that information to train its AI models. Are you comfortable with this potential breach of privacy? If not, you should consider using a platform that makes a commitment not to use your data (perhaps through your institution), or be cautious about what information you submit.
- Purpose: Before you get started, consider what you're using this platform to create. Are you using the tool to complete an assignment? What do you think your professor wanted you to learn? Does your use of AI make it less likely that you will learn these new skills? Always make sure your use of AI doesn't violate the rules that your professor put into place before using it for a class assignment.
- Consent: Especially for images, it's important to consider any people that you are depicting and whether your image creation could harm that person.
- Disclosure: Whether you're sharing your AI-generated content on social media or in an assignment, it's important to be clear to your end reader/viewer that what they're seeing is AI-generated. This

transparency is important for the immediate viewer, and for any subsequent viewers who might see the text, image, or video and come to a misinformed conclusion.

- Fact check: Generative AI is very good at *sounding* correct, but it is in no way designed to be accurate in its claims (see the tab "What is Generative AI" for information about "hallucinations."). It's very important to fact-check any claims that AI makes before relying on them.

### **Appearance**

The Intern is expected to dress appropriately and professionally in all field placement settings. At minimum, Interns should follow the dress code (either written or unwritten) of the schools in which they are placed. Business casual is recommended.

### **Attendance, Punctuality and Absences**

The Intern is expected to be consistent and reliable with attendance and punctuality. This includes all field hours, orientations, associated seminars, and other professional activities affiliated with the field experience. The Intern is expected to:

- Arrive with enough time to follow School's procedures for Sign in and out (i.e., security, front office) to gain access to classroom
- Complete the **Intern Attendance Form** daily and be accessible for review by Mentors, instructors, and Supervisors
- Be present for the full duration of the time scheduled for each day (leaving early or arriving late is not permissible without advanced notification and permission)
- Complete all required hours in order to be successful in course
- Arrive early or stay late as required for preparation and discussions with a Mentor Teacher

*\*Requests for alternative daily schedule must be submitted in advance to the Office of Field Services*

The Intern is permitted up to three (3) absences during placement with proper communication and approval from CSU Field Supervisor and Mentor Teacher. An Absence is considered the daily length of the Intern's work schedule, i.e., a 3-hour teacher is eligible for three 3-hour days of absences. These shall be used only for such purposes which cannot be accomplished during non-working hours. *\*See School Closures (i.e., inclement weather) for specific requirements.* Interns during their last semester must leave detailed plans and materials for the Mentor Teacher who will "cover" during an absence. Interns may be required to attend Intercession if more than 3 absences occur and/or attendance or punctuality becomes an issue. Unresolved absences may result in failure or withdrawal from field experience.

### **Confidentiality**

It is imperative to respect PK-12 students, families, and school personnel's confidentiality. The Intern is expected to maintain confidentiality in written reflections and seminar discussions. While the Intern may have questions and want to discuss experiences, it is best to avoid judgment or criticism. Respect the confidentiality of field sites by omitting or changing names of PK-12 students, teachers, other school personnel, and the school/district.

The Intern shall keep conversations about PK-12 students private and professional, while being mindful of their location (i.e., school pick-up line, front office, faculty lounge, etc.). The Intern will follow District protocols for sharing/transporting sensitive information. At no time will an Intern take pictures or videos of PK-12 students for personal use. Written permission from parents/guardians must be obtained when a video or pictures of a PK-12 student is to be used for assignments. Follow District Policies and **Video Consent Forms** regarding Video Recording.

## **Conflict Resolution**

Conflict is a natural part of engagement. The Intern is a guest in the building and must be mindful of the following considerations: personal biases, safe times and places to talk, clarifying individual perceptions, seeking third party help if needed, using I statements when addressing concerns, using active listening, restating what you hear, generating options with a win-win outcome and agree upon a peaceful resolution. A Mentor and/or Principal has the right to revoke an Intern's invitation if they are not displaying professional behaviors.

Interns can seek guidance, support, or facilitation toward conflict resolutions from the Office of Field Services.

## **Digital Citizenship**

Digital information is accessible to anyone, anywhere, anytime, forever. The Intern must adhere to the **CSU Information and Technology Resources General Policy** when using computer equipment on campus or at the field site. In addition to the CSU policies, the Intern is responsible for learning and following all technology policies and procedures of the District. The Intern should use their CSU email address for correspondence as Districts often block personal emails. Cell phones should be used according to District policy. Review your social media presence, make accounts private and do not engage with students or/and guardians. At no time should an Intern post pictures or any identifying information of PK-12 students on any social media. Doing so may be cause for removal from the field experience. Interns are prohibited from initiating, creating, or participating in crowdfunding campaigns that are related to the field placement.

## **Field Trips**

The Intern is permitted and encouraged to attend class field trips scheduled within their work hours. All Field trips planned by the Intern must comply with District policies. The Intern is not allowed to leave school property with PK-12 students without a licensed teacher for any reason.

## **Health Insurance**

Cleveland State University does not carry health insurance for an Intern. The Levin College of Public Affairs and Education strongly advises all Interns to be properly insured against illness. An Intern may purchase health insurance through the university, or they can contact the National Education Association.

Interns are responsible for learning the school's policies. Interns need to be knowledgeable about all children with allergies in their classroom and proper course of action if a problem should arise. At NO TIME should an Intern administer any type of medication to a student.

## **Liability**

Cleveland State University is not liable for any consequences due to the Intern's inappropriate actions or negligence. As the teacher of record, the Mentor Teacher maintains full responsibility for the safety of PK-12 students at all times. The Intern is responsible for determining the need for any personal or professional liability insurance.

The Mentor Teacher (or another licensed teacher) should always be available for the Intern. A Mentor may step out for a few minutes to allow the Intern to take ownership, but the Intern should not be left alone indefinitely. If there are concerns, the Intern should speak to their CSU Field Supervisor or contact OFS to address the situation.

## **Substance Use**

The Levin College of Public Affairs and Education takes substance use very seriously. Vaping or smoking is not permitted on school property. A drug abuse offense, as defined in section 2925.01 of the Ohio Revised Code, that is not a minor misdemeanor, is a valid reason for the state of Ohio to refuse to issue a teaching license. Anyone who suspects substance abuse, should contact the Office of Field Services. Please refer to Section 4 for more information.

### **Substitute Teaching**

Due to a teacher shortage in the state of Ohio, SB 1 permits a public or chartered nonpublic school, to employ a high school graduate as a substitute teacher, according to the school's own education requirements, provided the individual also is deemed to be of good moral character and successfully completes a criminal records check. An Intern who is interested in substitute teaching should review the **Substitute Teaching Eligibility Document** for eligibility and submission requirements. CSU approval is required BEFORE an Intern is eligible to substitute teach.

### **Work Stoppages**

Levin College of Public Affairs and Education follows a long-standing policy that an Intern should not be used as a substitute for a Mentor Teacher or other Teacher absent as a result of a work stoppage or teacher strike. In the case of a work stoppage, the Intern should not report for duty or be in or near the building of their assignment. In the case of study days, boycotts, strikes by non-certified employees, unauthorized work stoppages, or other circumstances where regular teachers follow various courses of action, the Intern should follow the lead of their Mentor Teacher, unless to do so would be a violation of conscience.

## **Section 13: Concerns in Field Experiences**

When concerns arise in the field, OFS guides the decision-making process by the overarching understanding that our first responsibility is to PK-12 students in classrooms, our second responsibility is to Mentor Teachers, and our third responsibility is to the CSU Intern. All stakeholders are eligible to bring a concern about another party to OFS (i.e., Mentor about Intern, Supervisor about Mentor, etc.).

### **Intercession Process**

If a concern arises with an Intern, OFS will act as an arbitrating body to assure all parties concerned are provided due diligence. When pedagogical or dispositional concerns arise in the field, the Office of Field Services (OFS) will begin the **Intercession Process** that uses evidence gathered from Intern, Mentor Teacher, CSU Field Supervisor, Faculty, and OFS Representatives to support the Intern toward successful completion of their experience. During the Intercession process, OFS will use a variety of indicators of quality to coach the Intern in best practice or to determine a level of negligence. Visit the OFS website for more information.

The goal of the Intercession Process is to seek clarity, meet the needs of all PK-12 students, and facilitate communication. Resources can be found on the OFS Website. It is important to address concerns sooner rather than later as a resolution of conflict is preferred over dissolution of match. All stakeholders should direct concerns to the Office of Field Services Team as soon as possible.

### **Graduation without Licensure**

In order to graduate without licensure, an Intern must meet with an LSSC advisor to assure they will earn 120 credit hours. The Intern will also need to petition the College to earn the degree without licensure. If the petition is approved, the undergrad Interns is required to replace the student teaching capstone with EDB 495, Seminar in Classroom Inquiry. Graduate Interns are advised to meet with an Advisor for next steps.

### **Office of Institutional Equity (OIE)**

An Intern with concerns regarding their interaction with the Intercession Process may contact the **Office of Institutional Equity (OIE)**. OIE handles issues of discrimination and/or harassment. Please review the Discrimination/Harassment Policy, Procedures for Investigating Complaints of Discrimination and Harassment ("Procedures").

## Section 14: Leaving the Field Placement

After spending a significant amount of time with PK-12 students, it benefits all to have some type of closing activity. The Intern and Mentor should determine the best way to say goodbye. In addition, consider the following:

- Remove all personal items from classroom and return any loaned materials to the owner
- Send a written good-bye to the Mentor (and/or other staff who may have helped) thanking them for their time and commitment to the experience
- Send a letter to the parents to inform them the experience has come to a close
- Ask Mentor to be a Professional Reference for future applications. Intern should also request a Letter of Reference for your files and submit to CSU Field Supervisor.

## Section 15: What is Next?

### Applying for Licensure

Upon completion of Intern's licensure program, the Intern will submit an Application through the **Ohio Department of Education Workforce (ODEW)**. The Levin Student Service Center (LSSC) will approve the application pending successful completion of all requirements. The LSSC is available to help Interns and answer questions about this process. When necessary, the LSSC will write a *Completion Letter* for Interns entering the field before a license can be issued.

#### Checklist for Licensure

- ☐ Achieve an edTPA score of 37 (32 for World Language). Complete APK if edTPA was not passed.
- ☐ Completed all program requirements
- ☐ Passed OAEs
- ☐ Current BCI/FBI

### Employment Opportunities

The Intern is encouraged to attend all Career Readiness Opportunities offered through the Office of Field Services, and **Career Development and Exploration**. All CSU students are provided a **HandShake** account and the Intern should activate it in the beginning of their final year. The Intern should also follow LEVIN COLLEGE social media for job opportunities.

Upon completion of field experience requirements, Interns are encouraged to explore substitute teaching opportunities. For more information, visit District's websites for employment policies.

## Section 16: Continuing Education

### Endorsements

An endorsement is an additional license available to individuals who already have a valid Ohio provisional, professional, or permanent teaching certificate or license. While some classes for an endorsement might be taken before receiving a first license, the endorsement cannot be awarded until the first license is issued. LEVIN COLLEGE offers endorsements in Reading, TESOL, Gifted & Talented Learners, Computer and Technology, Online Teaching and Middle Childhood.

## SECTION 17: Glossary and Resources

*\*Student Refers to CSU student*

**Accreditation** – Federal, state and non-governmental entities (organizations) that ensure institutions of higher education meet acceptable levels of quality.

**AT1 / AT2** – Apprentice Teaching 1 and 2. Final year experience for all AYA and World Language Interns

**AYA** – Adolescent Young Adult. Licensure Program for English Language Arts, Math, Science, and Social Studies in grades 7-12. Interns receive degree outside of LEVIN COLLEGE and licensure through LEVIN COLLEGE.

**Blackboard** – A course management system that provides content and communication for CSU students.

**CAEP** – Council for the Accreditation of Educator Preparation. The national accrediting body for CSU Teacher Education Programs.

**CARE Team** - The goal of the Community Assessment Response & Evaluation (CARE) Team is to work collaboratively to support the wellbeing and safety of students, faculty, staff, and to promote a culture on campus that encourages reporting of concerns. Students are referred to CARE for assistance in all areas including academic, financial, medical, etc.

**Career Development & Exploration** - The University will help develop and recognize strengths and unique talents of CSU students. They will work with you to prepare you for the world of work and will help you understand the power of your own story and how to leverage your networks. In addition to Job fairs and openings, their Consult a Peer program will help with resume review, cover letters, job search, mock interview prep, elevator pitch, networking strategies, LinkedIn & handshake reviews.

**CPAST Rubric Form** – Form used during mid- and end of semester Triad meetings

**CREATE** – Curriculum Redesign Effort Advancing Teaching Education. This is the structure for all degree programs granted through the Levin College of Public Affairs and Education (i.e., P-5, Middle Childhood, and Special Education, DREAM). Program includes Rotations and Internships.

**CSUteach** – Structure for programs with degrees outside of the Levin College of Public Affairs and Education (Adolescent Young Adult and World Language Programs). Program includes Step courses and Apprentice Teaching.

**CTF** – Cleveland Teaching Fellowship is a grant funded program for Final Year Interns focusing on urban education. It includes professional development, stipend, and networking opportunities.

**Curriculum Library** - There are numerous resources for Interns to use for lesson planning and implementation such as, but not limited to: curriculum resource guides, thematic units, juvenile literature collection, instructional media and manipulatives, reference guides and reading material. It is located in Rhodes Tower 301 on the third floor of Library) Multimedia Services.

**DREAM** – Dual Resident Educator Program. Graduate program that includes curricula and licensure in P-5, Early Childhood Intervention Specialist, and Teaching English to Speakers of Other Languages (TESOL)

**edTPA** – Teacher Performance Assessment completed during final experience. See page 23 for more information.

**FERPA** – Family Education Rights and Privacy Act. This guides, restricts and protects the information that the University can disclose about CSU students over the age of 18. Students may choose to restrict their directory information at any time. CSU follows the news exemption for consent. This states that if you are taking an image or posting information about someone or something for news coverage purposes, the University does not have to obtain a release. If something is posted by another entity publicly, such as on a newspaper website or a public twitter feed, CSU will post or repost that content as CSU sees fit.

**Incident/Injury Report** – Form to be completed and submitted to OFS when an unusual or unexpected incident occurs that jeopardizes the safety of the Intern or PK-12 student during the school hours.

**IT1/IT2** – Internship 1 and 2. Final year field experiences for majors in LEVIN COLLEGE (Early Childhood, Middle Childhood, and Special Education)

**Judicial Affairs** - If Interns or Supervisors need to file a complaint involving a violation of the Student Conduct Code, information is available in the Office of Judicial Affairs. The complaint usually results in a formal charge, which describes the incident or action and states the violation as it relates to the Code. This is the first stage of the judicial process.

**LSSC** – Levin Student Services Center, the Levin College of Public Affairs and Education academic advising office for teacher education Interns.

**Lift Up Vikes** - is a resource center and food pantry meant to support students as they navigate the financial obligations of family life and student life. Students can get fresh fruit and vegetables, non-perishable food and personal care items every week! **IT'S SIMPLE, IT'S QUICK AND IF YOU'RE A STUDENT, YOU QUALIFY!!**

**NFF** – Nord Family Fellowship is a grant funded program for Final Year Interns focusing on Elyria City School District. It includes professional development, stipend, and networking opportunities.

**OAE** – Ohio Assessment for Educators. Program specific standardized exams required for licensure.

**ODEW** – Ohio Department of Education and Workforce. ODEW issues Ohio teacher licensure and permits.

**The Office of Disabilities and Testing Services** - serves students with a variety of disabilities, including learning disabilities, chronic health issues, attention deficit disorders, psychological conditions, visual impairments, mobility impairments, and hearing impairments. Anyone who is requesting accommodations due to a disability is required to make that request through the Office of Disability Services and Testing Services. Once a person has been identified to this office, the office engages in an interactive process with that person to determine what accommodations, if any, are needed to ensure their equal access and participation in our community.

**OhioLINK** - The Ohio Library and Information Network (OhioLINK) provides students and faculty at more than 85 public and private campuses access to 44 million volumes and more than 100 research databases.

**Ombudsperson** - has the official role of protecting the interests and rights of all members of the Cleveland State University community by being an impartial, trustworthy person to oversee conflict-resolution procedures and assure due process for all parties involved in a conflict.

**RE – Ohio Resident Educator Program.** A comprehensive, two-year, State of Ohio initiative to assist beginning teachers with mentoring and professional development as they start their education career. After successful completion of the program and RESA, teachers are eligible to apply for a professional teacher license

**RESA** - Ohio Resident Educator Summative Assessment. Formal Assessment required by the State of Ohio at the end of the Resident Educator Program. Similar to edTPA, requires written assessment and video recording submission.



**Rotation Classes** – Early Field Experience Classes for majors in LEVIN COLLEGE (P-5, Middle Childhood, and Special Education)

**SPA** – Specialized Professional Association. Additional program specific requirements outlined on the CPAST Form.

**Step Classes** – Early Field Experience Classes for *CSUteach* majors outside of LEVIN COLLEGE (AYA and World Language).

**TESOL** – Teaching English to Speakers of Other Languages. Endorsement and degree offered at graduated level.

**WL** – World Language. Licensure Program for French or Spanish in grades K-12. Interns receive degree outside of LEVIN COLLEGE and licensure through LEVIN COLLEGE.

**Writing Center** - is available to help with any student writing assignments including Anthology Portfolio and/or edTPA. In addition to tutoring services, the Writing Center also maintains a library of reference books, handbooks and other resources helpful to all writers.

## SECTION 18: Appendix A – Timeline of an Intern

TIMELINE OF AN INTERN			OUT OF POCKET EXPENSES
<b>ACCEPTANCE IN TO LEVIN COLLEGE</b>		Meet with academic Advisor: Review program requirements, declare major Complete BCI/FBI Background Checks	\$60
Early Field Experiences	<b>1ST SEMESTER</b>	Attend Rotation 1 or Step 1 Orientation Complete OFS Field Application – 1 <sup>st</sup> Semester Field Apply for SBOE Pre-service Teacher Permit Setup Anthology Portfolio account	\$25-75
	<b>2ND SEMESTER</b>	Complete OFS Field Application – 2 <sup>nd</sup> Semester Field Active Pre-service Teacher Permit Required	
	<b>3RD SEMESTER</b>	Complete OFS Field Application – 3 <sup>rd</sup> and 4 <sup>th</sup> Semester Field Register for Final Year Classes Complete Academic Pre-Req check with LSSC Advisor Apply for graduation (undergrad only) Prepare for OAE Exams (i.e. 240 Tutoring - 4 months) Submit Fellowship Application (if interested) Submit Non-Academic Requirements* Active Pre-service Teacher Permit Required	\$40 \$100 *
Final Year Experiences	<b>4TH SEMESTER (FINAL YEAR 1)</b>	Attend Orientation (Thursday before semester begins) Complete Child Abuse Recognition Training Complete OFS Field Application – 5 <sup>th</sup> Semester Field Attempt all OAE, ACTFL/LTI or PRAXIS Exams Attend PD opportunities Active Pre-service Teacher Permit Required	\$218-466**
	<b>5TH SEMESTER (FINAL YEAR 2)</b>	Attend Orientation (Thursday before semester begins) Take over full time in classroom (~week 8) Submit edTPA Join professional organization Attend PD Opportunities Complete Year End Surveys Active Pre-service Teacher Permit Required	\$300 Lab Fee
<b>RECOMMENDATION FOR LICENSURE</b>		Completion all program requirements Degree post (undergrad only) Successful completion of edTPA Passage of all OAE, ACTFL/LTI or PRAXIS Exams Current Background Check on file with ODE Completion of Licensure Application	\$60 \$80

**\*Non-Academic Requirements** (costs vary): ECE must obtain ODJFS Physical and Hep B tests, SPED - Hep B tests

**\*\*OAE Exams:** Interns should wait to take APK (001-004) until edTPA scores are received  
(37 (32 for world language) or higher replaces APK).

P-5 = \$357, 3 exams: APK\*\* (\$109), Content (\$109), and Foundations of Reading (\$139)

Middle = \$466, 4 exams: APK\*\* (\$109), Content (\$109), Content (\$109), and Foundations of Reading (\$139)

SPED = \$357 3 exams: APK\*\* (\$109), Content (\$109), and Foundations of Reading (\$139)

AYA/Music = \$218, 2 exams: APK\*\* (\$109) and Content = (\$109)

DREAM = \$575, 5 exams: APK\*\* (\$109), P-5 (\$109), ECIS (\$109), Foundations of Reading (\$139), TESOL (\$109)

## Appendix B – Professional Opportunities

### Advisory Board

The OFS advisory board is a committee of various stakeholders who meet three times each academic year to provide feedback and guidance to the Office of Field Services. This is a great professional service opportunity for interns to sit with various stakeholders and impact the ongoing development of the CSU teacher preparation program. Interns selected to serve on the advisory board will receive compensation for their time. Interns who are interested should reach out to the Office of Field Services director by September 15th.

### Paid Experience

**CTF** (Cleveland Teaching Fellowship) is a partnership between the Cleveland Metropolitan School District (CMSD), CSU, and the Cleveland Foundation. It is a grant funded program (awarded annually) that engages highly qualified teacher candidates in paid final year field experiences in select CMSD buildings. CTF is creating a diverse pipeline of strong teacher candidates committed to urban education. Applicants must be in a licensure program, meet all final year requirements, be a US citizen or permanent resident, and be committed to urban education. Applications are due in early spring semester and typically require a short essay, resume, and interview.

### Professional Development

Professional Development is an opportunity for teachers to learn and grow in their field. The Office of Field Services, local partner districts, and organizations provide opportunities throughout the year. These are **optional** but interns are encouraged to attend as they are a great way to meet the Professional Development Standard on Row N of your CPAST Form: Participate in at least one **professional development** opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization). In order to Exceed expectations (3 points), interns must attend, provide evidence of an increased understanding and reflects on your own professional practice. See the PD website for more details.

### Substitute Teaching

Interns have the opportunity to substitute teach during and after their CSU field experiences. This provides additional teaching experiences as well as a source of income. According to ORC Section 3319.0812 (B), a school district or school may employ an individual with a pre-service teacher permit. Interns must review CSU expectations and guidelines, then complete a Substitute Teaching Eligibility Document before approval is granted. See website for more details.

### Tutoring

Several CSU partner school districts have paid and unpaid tutoring opportunities in their buildings during the academic year and summer. Interns can work with students, classroom teachers, and staff in early childhood and elementary environments. Activities include one-on-one and small group support. For more information, reach out to the Office of Field Services and/or the Community Learning Center for current opportunities.

***“The Teacher as a Responsive, Reflective Professional: A Partner in Learning”***