



**FALL 2025
STUDENT
PACKET**



Office of Field Services

Student Packet

Table of Contents

1. Introduction to the Office of Field Services (OFS)
 - a. Contact Information
2. Student Supports
 - a. OFS Website
 - b. OFS Intern Handbook
 - c. Blackboard/Anthology Portfolio
 - d. Student List of Professional Dispositions
 - e. Boundaries and Consequences
3. In the Field
 - a. Lesson Plan
 - b. CSU Field Supervisor & Mentor Observation Form
 - c. Sample Observation Form
4. Student Forms
 - a. Attendance Form (Found on Website & Blackboard/Anthology)
 - b. Outstanding Student Teacher Award Application (Final Semester Only)
 - c. OAE Preparation
5. Need Help?
 - a. TECH Support: contact the CSU Help Desk (IS&T) at help.desk@csuohio.edu or 216-687-5050
 - b. LSSC (Advising/Background Checks): <https://levin.csuohio.edu/lssc> or 216 +687+4625
 - c. OFS Website (Student Toolbox): <https://levin.csuohio.edu/office-field-services/interns> or 216-687-4616, OFSassistant@csuohio.edu



INTRODUCTION TO THE OFFICE OF FIELD SERVICES (OFS)





Office of Field Services

Contact Information

2025 - 2026

Name	Title	Phone	Email
Main Office	2485 Euclid Avenue, Julka Hall 187	216-687-4616	ofsassistant@csuohio.edu
Anne Price	Director, Fellows Coordinator	216-802-3043	a.e.price@csuohio.edu
Aimee Furio	Administrative Coordinator	216-523-7113	a.furio15@csuohio.edu
Sharyn Turner	Program & EdTPA Coordinator	216-687-4719	s.e.turner42@csuohio.edu
Noah Carlson	Program Coordinator	216-875-9905	n.e.carlson@csuohio.edu
OPEN	Program Coordinator		
Jecely Torres	Graduate Assistant	216-687-4616	OFSAssistant@csuohio.edu
Support			
Office of Field Services	Anthology Portfolio Camera Loans	216-687-4616	OFSAssistant@csuohio.edu
IS&T	Help Desk – Email & ZOOM	216-687-5050	help.desk@csuohio.edu
LSSC Advising	Scheduling/Background Checks	216-687-4625	levinstudents@csuohio.edu
Seminar Leaders			
Gail Nelson/ Kay Ciarrone	Primary Education P-5	216-523-7140	g.s.nelson@csuohio.edu k.ciarrone@csuohio.edu
Adam Wallace	Middle Childhood	216-687-4600	a.d.wallace60@csuohio.edu
Brian Yusko	Secondary Humanities & STEM	216-875-9774	b.yusko@csuohio.edu
John Schaefer	Special Education	216-523-7115	j.m.schaefer8@csuohio.edu
Christine O'Neill	Special Education (Off-Cycle)	216-687-4600	c.oneill39@csuohio.edu
Marketa President	MUST Program	216-687-4585	m.fullerpresident@csuohio.edu
Lindsey Paulus	Speech & Language Pathology	216-687-3808	l.paulus16@csuohio.edu
Trevor Marcho	Music	216-687-2033	t.marcho@csuohio.edu
Kristina Milia	DREAM	216-687-4600	k.milia@csuohio.edu
Elena Andrei	TESOL	216-687-2148	e.andrei@csuohio.edu

In-Person Office Hours: Monday – Friday 8am–5pm, ZOOM by appointment



STUDENT SUPPORTS





Visit the Website for Up to Date Information!



Office of Field Services (OFS)

Levin College of Public Affairs and Education

Office of Field Services

- OFS Staff
- All Field Experiences - Information / Requirements
- Anthology Portfolio
- Application Process
- Background Checks & Pre-Service Teacher Permit
- Calendar
- Career Resources
- Coaching Tools
- edTPA Support

Office of Field Services (OFS)

The Office of Field Services (OFS) connects teacher licensure students with school districts and mentor teachers facilitating high-quality field experiences. Our mission is to ensure that you have the best possible experience, enhancing and supporting your journey during the final years of your education program.

The Office of Field Services is located in Julka Hall room 187. The office is open Monday through Friday 8am - 5pm. If you need assistance, please drop by the office, send an email to ofsassistant@csuohio.edu, or request a meeting on Zoom.

News and Announcements

- [Teacher Education Scholarships](#)
- Virtual Office Hours: By Appointment ([View Zoom information.](#))
- [View Student Forms](#) (Hep B, ODJFS Medical Form, and TB Form)
- [View Calendar](#)

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- Fellowship Program
- Mentors
- Orientation (Final Year)
- OAE Exams & Prep
- Outstanding Student Teacher
- Policies, Procedures & Expectations (Forms)

Interns

OFS Commitment: As a student and a member of the Office of Field Services family, we will work together to create the best experience possible for you. We are committed to the teaching profession and work hard to ensure your success. Please feel free to come to us with any questions, concerns, or suggestions that you may have.

RESOURCES

INTERN TOOLBOX	
Final Year Students	Mandatory Spring Orientation January 9, 2024, 10am - 4pm For more information, CLICK HERE .
Alumni Information	Become a CSU Alumni! Click for Information
APP for Scanning	For both iPhone and Android. CamScanner APP is a great tool to scan documents. www.camscanner.com/
Background checks	Prior to any field placement, students are required to provide a valid BCI & FBI background checks to the Office of Field Services (JH 187). Click HERE for more information.



**The OFS Intern Handbook can be found on the website and on
Blackboard / Anthology Portfolio.**



**Office of Field Services
Intern Handbook
2025-2026**

Office of Field Services (OFS)
2485 Euclid Avenue
Julka Hall 107
Cleveland, Ohio 44115
216-687-4616
ofsassistant@csuohio.edu
[OFS Website](#)

Office of Field Services Disclaimer

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



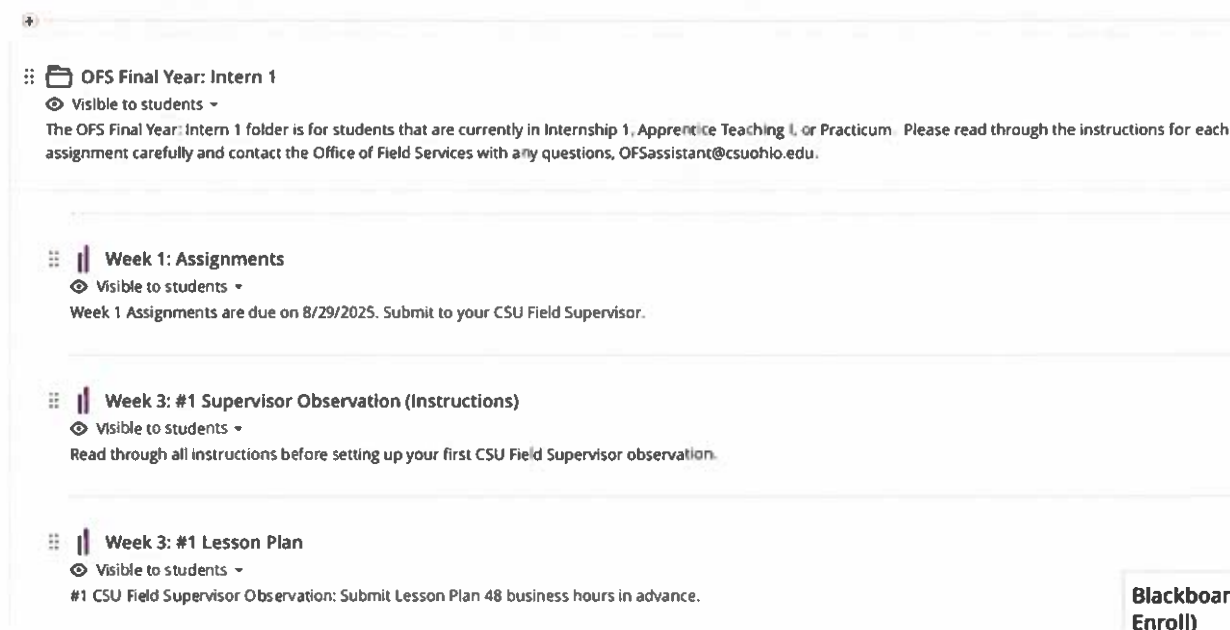
Blackboard/Anthology Portfolio

This semester Interns and CSU Field Supervisors will use Blackboard and Anthology Portfolio to manage requirements for the final year field experiences. Interns will access *field assignments* from a Blackboard Shell. All field assignments will be submitted to the Intern's CSU Field Supervisor. Field Supervisors will receive an email to evaluate the Intern's assignment.

Additional instructions will be provided at the start of the semester. Please visit the OFS website for additional resources or contact Aimee Furio for help.

Blackboard Shell Example

Course Content



**Blackboard
Enroll)**



One important aspect of your education here with us is the development of professional dispositions - ways of working, thinking, and interacting with others in three areas: Professionalism, Work Ethic, and Communication Skills. In order to support your development in these areas, we are sharing with you a list of key dispositions. Failure to demonstrate these dispositions through your behaviors at any point in the program may jeopardize your continuation in your program. We expect you to monitor your own development of these professional dispositions, beginning now and continuing throughout your teaching career.

Communication Skills*

✓

1.	Demonstrate appropriate verbal communication	
2.	Demonstrate appropriate written communication	
3.	Demonstrate a disposition toward inquiry and problem solving	
4.	Work collaboratively with parents, colleagues, and professionals	
5.	Demonstrate consistently positive attitudes toward learning and teaching	
6.	Accept responsibility for decisions and actions	
7.	Establish and maintain mutually respectful interactions	

Work Ethic*

✓

8.	Demonstrate regular attendance	
9.	Demonstrate punctuality	
10.	Complete work in a timely manner	
11.	Demonstrate organizational skills	
12.	Observe all pertinent policies and procedures	

Professionalism*

✓

13.	Demonstrate a commitment to working with children, youth, and their families in developmentally appropriate ways	
14.	Demonstrate an awareness of community, state, national, and world contexts that have an impact on the teaching profession and learning process	
15.	Treat university faculty/staff, colleagues, parents, and students fairly, equitably, and respectfully	
16.	Accept constructive criticism and adjust performance accordingly	
17.	Express and demonstrate interest in and enthusiasm for teaching and learning	
18.	Adapt to new and diverse learning situations	
19.	Accept diverse learners and their needs	
20.	Adapt to differences among people including differences in SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc	
21.	Maintain confidentiality about student records unless disclosure serves a professionally compelling purpose or is required by law	
22.	Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information	
23.	Respect the viewpoints of others	
24.	Develop and explain professional judgments using research-based theory and practice	
25.	Contribute meaningfully and appropriately to discussions by asking questions and giving opinions and listening to others	
26.	Project an appropriate professional appearance in professional settings	
27.	Project an appropriate professional demeanor in professional settings	
28.	Accept leadership opportunities	
29.	Understand and practice professional ethical standards.	

*These disposition statements have been modified slightly from Kent State University



Types of Boundaries that may be Inadvertantly Crossed (not an exhaustive list)

Financial	Loaning money, buying personal gifts for students, receiving inappropriate gifts from a student or parent, paying for meals outside of school hours or regularly.
Professional	Dressing inappropriately, favoring students, discriminating against a student or group of students, breaking confidentiality standards
Curricular	Inserting personal views, limiting what you teach to only what you believe
Religious	Pushing personal views on religion / types of religion
Technology*	Texting individual students, calling students for non-academic related issues, improper emails, social media. Displaying personalized backgrounds. Recording classroom without authorization. Sharing copyrighted info without citation. Sharing personal electronic information without authorization. Photo/video bombs, etc.
Anger	Inappropriate words, showing too much anger, hitting or dragging a student
Relationship	Friending students or families of students outside of school, hiring students for private advantage
Physical	Standing or sitting too close in proximity, hugging inappropriately, touching a student's body too often or inappropriately.
Off Campus Conduct	Transporting students in personal vehicle, going on outings with students outside of school hours or school sanctioned activities, inviting students to your home, going to a student's home without the parent's knowledge

***In the realm of virtual teaching, you must be purposefully aware of challenges associated with the use of technology in order to avoid consequences associated with crossing boundaries.**

Key is transparency

Talk to your mentor, supervisor, or OFS staff within 24 hours of any incidents that makes you feel uncomfortable or you feel may have crossed a boundary line. Reporting an issue allows those in authority help you know the best way to resolve the situation. It is important to understand your responsibility to report even though you may feel pressure to not report.

Students and parents can also cross boundaries. If a student or parent makes you feel uncomfortable or asks you to do something that you feels crosses boundaries report it to your mentor, supervisor and/or OFS staff member. When in doubt, seek help.

Your Job is to be the Teacher

Relationship building is an important part of being a teacher but crossing the line from teacher to friend is dangerous.

- Do not supercede the role of parents, friends, counselors, or social workers. Know each school's "chain of command".
- Offer encouragement and listen but never promise to keep things secret. Report to authorities when needed.
- School counselors have the training and resources to help students. Encourage students to confide in the counselor if something is too personal or puts a child at risk.
- Maintain professional behavior while supporting students even in difficult times for the child.

General Rule: Do not do anything that you would not like to see on the news the next morning!

Consequences:

Crossing Boundaries has many consequences. Some can lead to the loss of your teaching career, a few consequences are listed below:

- Loss of eligibility to apply for teaching license
- Jail Time
- Recorded on Permanent Teaching Record/File with the school district and/or Ohio Department of Education

Some Reasons Boundaries Get Crossed:

Adults	Poorly trained Physically/emotionally impaired In a life crisis Think they are helping Feel sorry for child/family
Students	Lack of closeness with another History of abuse/Trauma Low self-esteem Seeking approval Unaware of situation Tend to believe it's normal

Prevention:

- Find out the school/district rules on electronic devices, appropriate communication channels, appropriate communication topics, financial boundaries, etc. and follow them
- Be aware of the types of boundaries and how to handle a situation without crossing them.
- Talk to a mentor/supervisor about anything that concerns you
- Avoid contact with students outside of school hours
- Avoid repeated unscheduled meetings with students
- When alone with students, always leave doors open or try to meet in a public space
- Listen, make rules, follow through
- Respond to student needs with acceptance/support while maintaining appropriate boundaries

Remember: TEACHERS IN OHIO ARE MANDATED REPORTERS! It's the law

Child Abuse¹

The laws of every state require teachers to report suspected cases of child abuse and neglect. This includes interns with instructional responsibility in the classroom. The National Child Abuse Prevention and Treatment Act of 1974 defines child abuse as physical or mental injury, sexual abuse or exploitation, negligent treatment, or maltreatment of a child under the age of eighteen or the age under the child protection law of the state in question, by a person who is responsible for the child's welfare, under circumstances which indicate that the child's health or welfare is harmed or threatened thereby. ***Every state grants teachers who make such reports immunity from civil and criminal suits. In most states teachers can be fined or imprisoned if they do not make the report, and in some states they can be sued for negligence.***



IN THE FIELD





Visit the Website for Lesson Plan Templates
***Check your syllabus for specific lesson plan instructions.**

Office of Field
Services (OFS)

Levin College of Public Affairs
and Education

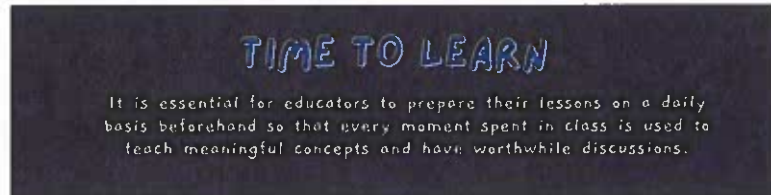
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Expectations (Forms)
 - Attendance Forms
 - Intercession and Coaching
Process
 - Lesson Plans
 - Observation Forms
 - Video Consent Forms
- Professional Development
Opportunities
- Students
- Substitute Teaching
- Supervisors/Faculty
- Syllabi

Edit Menu

Mailing Address

Lesson Plans



PROGRAM AREA	DOCUMENT
All Programs	PDF Icon Accommodations and Differentiation Strategies for All Students
P-5	P-5 Daily Lesson Plan P-5 Formal Lesson Plan P-5 Reflection Question Suggestions
Middle Childhood	File Master MCE Lesson Plan (Jan 2021 final)_box version File Master MCE Lesson Plan (Jan 2021 final)_open version
Secondary (CSUTeach)	Microsoft Office document icon Step_1_Observation_Form_as_of_1.18.12_(protected).doc Step 2 SE Lesson Plan (CSUTeach) Classroom Interactions Lesson Plan (CSUTeach) Apprentice Teaching SE Lesson Plan (CSUTeach)
Special Education	File Special Ed Lesson Plan (Word Form) PDF Icon Special Ed Less Plan Fall 19.pdf Lesson Plan Checklist (for Special Education Licensure Interns)



MENTOR AND CSU FIELD SUPERVISOR OBSERVATION FORM - CCAST

Intern: _____

Date: _____

Mentor Teacher: _____

Observation #: _____

CSU Field Supervisor: _____

In-Person/Remote: _____

Did provide lesson plan feedback to the Intern Teacher prior to observation? Yes No

Did you complete a post-lesson conference with the Intern and/or Mentor Teacher? Yes No

During the observation, please indicate positive aspects and growth areas for the candidate. Aligns with CCAST form.

1. Planning for Instruction and Assessment (Objectives; Resources; Assessment; Differentiated Methods; Connections to Research)

Positives	Growth Areas

2. Instructional Delivery (Learning Target; Critical thinking; Formative Assessments; Digital Tools; Safe Learning Environment)

Positives	Growth Areas

3. Assessment (Data-Guided Instruction; Feedback to Learners; Assessment Techniques)

Positives	Growth Areas

4. Dispositions (PD; Collaboration; Parental Communication; Punctuality; Meets Deadlines; Preparation; Advocacy)

Positives	Growth Areas

5. Suggestions

Supervisor Signature

Student Teacher Signature



MENTOR AND CSU FIELD SUPERVISOR OBSERVATION FORM - CFAST

Intern: _____ Date: _____
 Mentor Teacher: _____ Observation #: _____
 CSU Field Supervisor: _____ In-Person/Remote: _____
 Did provide lesson plan feedback to the Intern Teacher prior to observation? Yes No
 Did you complete a post-lesson conference with the Intern and/or Mentor Teacher? Yes No

During the observation, please indicate positive aspects and growth areas for the candidate. Aligns with CFAST form.

1. Planning for Instruction and Assessment (Objectives; Resources; Assessment; Differentiated Methods; Connections to Research)

Positives	Growth Areas
Used feedback from supervisor observation 5 to group students for differentiation based on data	Looking at ways to differentiate that are not leveling – leveling often keeps students in their current level. How can you plan to scaffold students to all be able to complete the same or similar outcomes?
Khan Academy	Real world components for all learners

2. Instructional Delivery (Learning Target; Critical thinking; Formative Assessments; Digital Tools; Safe Learning Environment)

Positives	Growth Areas
Using clap technique to call to order	Greet class. Do you usually greet class in the hallway if I am not here? This is such a helper in setting the tone for class. Welcome everyone and check-in to see what their day is like. We often talk about this as seeing the “whole child.” This is where you can evaluate the pieces of what is working and not working in their world today. It helps you figure out what they might need in order to be able to be engaged in learning. These are the extra pieces of teaching that make all the difference in getting students ready to really grow.
Requiring students to be ready to check work and using PBIS to indicate who is and is not ready. Students quieted down quickly when this strategy was applied to the learning	Stations can be a really good approach to learning and differentiation, but during today’s lesson, there is a lot of time off task for some of the students. While that is always a natural part of collaboration, what data are you getting from today’s learning to be able to move forward? We have to be aware of the test that comes in the spring, but also we have to support student engagement and relationship with the content. The most important thing we can do as teachers is to help the students see that our biggest priority is their life success. This comes from requiring them to work as hard as they can at a task, to use appropriate manners, to approach tasks with a critical, collaborative eye.
Reviewing problem 5 and mode is good in response to Mrs. Malley	Would it make sense to create a new median practice in the moment to give students a chance to practice further in consideration a full table not getting it? This would be a great way to do a formative assessment and collect data.
Giving instructions prior to moving into groups.	Bell to bell active learning is such an important piece in Teacher Evaluation. While the level of noise and the talking may not be bothersome to you as the classroom leader, you do lose minutes of teaching and learning in transitions. How can you reduce lost time and increase time on task?

	The more that you are able to keep your voice at a lower volume requiring students to have to quiet down in order to hear you, the better. Talking over their talking will increase their talking.
It is evident that students like you and will miss you in the interactions that you have with the students.	In differentiating groups, good to give directions prior to grouping, but you may want to give directions that apply to everyone, then move students into groups, then give individual directions. Students may get confused if they have different directions. You also are setting yourself up for students wondering why they are doing different things. Does that make sense?
Talked to students in corrective manner when they were getting into each other's work or space during the learning	The students who are in group 2 seem to be less engaged than groups who are working with others. While most in group 2 are quiet and complying with expectations, are they thinking critically?
Good to collect formative assessment data through thumbs up and thumbs down, but perhaps doing that earlier would be more helpful.	What are you able to do with the data that you gained from thumbs up and thumbs down. Did it inform you for tomorrow? Did you record the data to be able to come back to it?

3. Assessment (Data-Guided Instruction; Feedback to Learners; Assessment Techniques)

Positives	Growth Areas
Circulating during homework review; students complete bellwork and review and grade homework.	How are you collecting data from daily work and homework assessments other than completion data?
Grouping based on level better than one size fits all approach for students	What data are you collecting from these groups in order to assess them today? Are those in the video group having permission to disengage? How can they have a collaborative element too?
Please send me an example of the data that was collected today with a plan for how you will use that data moving into next week for your final reflection. This will inform my assessment of your CFAST for week 15.	The response there is a lot of work to do makes it seem like the students have busy work to fill the class period and not as though they are learning through various strategies. How can you support differentiation with data in order to support student learning as opposed to assignment completion?

4. Dispositions (PD; Collaboration; Parental Communication; Punctuality; Meets Deadlines; Preparation; Advocacy)

Positives	Growth Areas
Collaborates with other teachers to team plan	Initiative in communicated ideas for student growth and learning
Attended parent conferences	Using data to have professional conversations
Open communication with supervisor	

5. Suggestions

When you are working with students in stations, position yourself so that you can always see the whole class. Once students moved into groups, the table nearest me, one of the group 2 groups was sitting and not working. In your seat with group 3, your back was to the students taking away from your ability to manage the entire class. This is where having a plan for managing behaviors is incredibly important. While this is really hard to do, it is absolutely necessary for safe environment.
You mentioned that you know students at this age need to move, and yes, they do. How can you support movement through the planned activities and not unplanned movement? For example, today, if students could have done less at each station and moved to all of the stations, that would allow them to move and to learn through various modalities. This would help the differentiation to do more than level learning but give students a chance to learn differently. Some may really not be able to learn through videos like Kahn but to do really well learning through the recipe, etc. I encourage you to think about differentiation in more ways than leveled groups moving forward.
I truly appreciate your work today in differentiating and using the feedback that I gave you in observation 5. One thing that I ask you to reflect upon is how you could revise today's lesson to use more teaching strategies and fewer worksheets and assignments. Regardless of what your mentor requires and what the school requires. What would you do if you could do whatever you wanted to do in order to teach skills and strategies as opposed to give assignments?
Remember to be able to have a plan for bell-to-bell learning. This is something that administrators are always looking for in evaluation.

Supervisor Signature

Student Teacher Signature



STUDENT FORMS





Office of Field Services

Form can be found on the website and on Blackboard in the OFS Folder

FIELD EXPERIENCE ATTENDANCE FORM

Intern Name:		CSU ID:	
Semester & Year:		Program:	
School:		Supervisor:	
Course #:		Mentor:	

HOURLY REQUIREMENT (Select One)

- | | | |
|---|---|--------------------------------------|
| <input type="radio"/> Rotation 1 = 30 hrs. | <input type="radio"/> Step 1 = 18 hrs. | <input type="radio"/> SLP (Speech)* |
| <input type="radio"/> Rotation 2 = 50 hrs. | <input type="radio"/> Step 2 = 18 hrs. | <input type="radio"/> TESOL* |
| <input type="radio"/> Rotation 3 = 50 hrs. | <input type="radio"/> Classroom Interactions = 40 hrs. | <input type="radio"/> Music Methods* |
| <input type="radio"/> Internship I / Practicum = 180 hrs., 4 Days/Week | <input type="radio"/> Apprentice Teaching I = 80 hrs. | <input type="radio"/> MUST* |
| <input type="radio"/> Internship II / Student Teaching = Full time, M-F | <input type="radio"/> Apprentice Teaching II = Full Time, M-F | <input type="radio"/> N/A |

Please include the following in your contact hours: time in the classroom, professional development opportunities, school meetings, and conferences. Holiday, weather, and school closures do not count towards teaching hours but do not count against you. Please note all reasons for missed hours on the form. All absences must be reported to the Early Field Instructor or Mentor Teacher and Supervisor ahead of time. Changes in internship schedules can be made only with written approval of the Early Field Instructor or the Office of Field Services. Refer to the Student Handbook for Absence Policy. For more detailed instructions and deadlines, go to the OFS template on Taskstream. *Speech, TESOL, MUST and Music Methods: Refer to Program Area syllabus for hour requirement.

DAILY SCHEDULE (Ex: Mon-Thurs 8:30-11:30am)

Total Contact Hours:	0	(3) Approved Absences:			
			Date	Date	Date

EARLY START**	DAY	DATE	CONTACT HOURS	**Early Start: Refer to program area syllabus for requirements
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
	Early Start Total Hours:		0	Mentor Initials:

WEEK 1	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
	Week 1 Total Hours:		0	Mentor Initials:

WEEK 2	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
	Week 2 Total Hours:		0	Mentor Initials:

WEEK 3	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
	Week 3 Total Hours		0	Mentor Initials:
WEEK 4	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
	Week 4 Total Hours		0	Mentor Initials:
WEEK 5	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
	Week 5 Total Hours		0	Mentor Initials:
WEEK 6	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
	Week 6 Total Hours		0	Mentor Initials:
WEEK 7	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
	Week 7 Total Hours		0	Mentor Initials:
WEEK 8	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
	Week 8 Total Hours		0	Mentor Initials:

WEEK 9	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
Week 9 Total Hours			0	Mentor Initials: <input type="text"/>
WEEK 10	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
Week 10 Total Hours			0	Mentor Initials: <input type="text"/>
WEEK 11	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
Week 11 Total Hours			0	Mentor Initials: <input type="text"/>
WEEK 12	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
Week 12 Total Hours			0	Mentor Initials: <input type="text"/>
WEEK 13	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
Week 13 Total Hours			0	Mentor Initials: <input type="text"/>
WEEK 14	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
Week 14 Total Hours			0	Mentor Initials: <input type="text"/>

WEEK 15	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather	
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
Week 15 Total Hours			0	Mentor Initials:	
Final's Week (Make-Up Hours)	DAY	DATE	CONTACT HOURS	NOTES: i.e., absence/late/make-up/PD/holiday/weather	
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
Final's Week Total Hours			0	Mentor Initials:	
<i>I affirm that the information above is accurate and truthful. The signature is that of my mentor teacher.</i>					
Student Signature:			Mentor Signature:		

Fall Student Teachers Only - Due November 21, 2025

Application can be found on the OFS website under the Student tab.

OUTSTANDING STUDENT TEACHER COEHS CRITERIA FOR APPLICATION



Office of
Field Services

This honor is based on scholastic achievement, student teaching performance, and your professional attributes. The recipient must have a minimum of a 3.25 cumulative G.P.A., and provide evidence of initiative, peer leadership, ability to accept feedback, and professionalism in the areas of relationships, responsibilities, and educational competencies. Interns who wish to be considered for this must submit this application, along with two (2) or more letters of support to the Office of Field Services, OFSAssistant@csuohio.edu.

STUDENT INFORMATION

Name of Student: _____

CSU ID: _____

Program Area: _____

Supervisor: _____

ACADEMIC EXCELLENCE

CUMULATIVE GRADE POINT AVERAGE: _____

STUDENT TEACHING PERFORMANCE

Please list evidence of outstanding performance in your student teaching assignment. This may include exemplary unit plans, lesson plans, assessments, classroom management, course assignments, etc. You do not have to attach any of the items.

(Type Here)

PROFESSIONAL ATTRIBUTES

Please list evidence of outstanding attributes with regard to your professional relationships, responsibilities, and educational competencies. This may include evidence of taking initiative, peer leadership, ability to accept feedback, and professionalism. You do not have to attach the evidence, but you may be asked to produce the evidence as needed.

(Type Here)

PLEASE EMAIL COMPLETE APPLICATION AND LETTERS OF SUPPORT TO OFSASSISTANT@CSUOHIO.EDU

To be considered, your nomination form must be accompanied by two or more statements of support from a CSU faculty member, CSU Supervisor, Mentor Teacher and/or Principal.



Visit the Website for OAE Requirements & Preparation

Office of Field
Services (OFS)

Levin College of Public Affairs
and Education

Office of Field Services

- OFS Staff
- All Field Experiences
Information / Requirements
- Anthropology Portfolio
- Application Process
- Background Checks & Pre-Service
Teacher Permit
- Calendar
- Career Resources
- Coaching Tools
- edTPA Support
- Fellowship Program
- Mentors
- Orientation (Final Year)
- **OAE Exams & Prep**
- Outstanding Student Teacher
- Policies, Procedures &
Expectations (Forms)
- Professional Development
Opportunities
- Students
- Substitute Teaching
- Supervisors/Faculty
- Syllabi

Edi Menu

OAE Exams & Prep

REVIEW THE RESOURCES BELOW FOR HELP WITH SPECIFIC EXAMS.

GENERAL QUESTIONS	RESOURCE
OAE Website	To Register for OAEs: Click Here OAE Help: (800) 215-0994, Mon-Sat, 9:00 a.m. - 5:00 p.m. eastern time, excluding holidays
What assessments do I need to take?	Click Here
Ohio Department of Education Licensure Requirements	ODE Licensure Requirements - 4/1/2021 ODE Licensure Resources Prepare for Initial Licensure Contact ODE for specific licensure requirements: (614) 466-3593
College Advising	
When do I take my OAE Exams?	
How do I prepare?	
Requesting Accommodations	
What to Expect When Testing with Pearson VUE	

240

Where Teachers
Go To Study

- Comprehensive, test-aligned digital study guides to help you pass the OAE exams.
- Made for teachers by teachers.
- Confidence to pass.

DIAGNOSTIC TEST

Thoroughly assess your starting knowledge, allowing you to pinpoint your strengths and weaknesses with a customized Plan to Pass.

PRACTICE TEST

Once approximately 90% of the study guide materials have been completed, a full-length, test-aligned practice test is available.

FLASHCARDS

Reinforce understanding of critical concepts while gaining confidence-based repetition.

QUIZZES

Our quizzes provide a firm foundation for stages of learning, with immediate feedback on correct and incorrect answers.

• THE 240 GUARANTEE

If a user scores 90% on our practice test (at the end of the study guide), but fails the exam, then they are eligible for a money-back refund of up to 2 months of their subscription.

STUDY & TEST-TAKING STRATEGIES

Maximize your preparation with our FREE video-based Study & Test-Taking Strategies course. Enhance note-taking skills, master standardized tests, and alleviate test anxiety.



Cleveland State University students!
Scan here to sign up for \$25 a month and
access our entire OAE study guide catalog!