



CSU

Cleveland State
University



Virtual Orientation for Mentor Teachers

**PRESENTED BY THE OFFICE OF
FIELD SERVICES**

LEVIN COLLEGE OF PUBLIC
AFFAIRS AND EDUCATION

AGENDA

3

Office of Field Services

Goal of CSU Field Experiences

Mentor Expectations

Policies and Procedures

Intern Assignments

CPAST & TRIAD

Questions

Goal of Internship

Promote Shift
from Student to
Resident Educator



Mentor Expectations

Today's Challenges

Teacher Shortage

Burnout

Increased Accountability

Testing

Limited funding



Welcome to
the **TEAM**

INTRODUCE THE INTERN TO:

7

Office of Field Services

You

Your classroom policies

Your students

Safety protocols at your school

Your school community

Available technology

Communication is Key



Exchange preferred methods of communications and available times.



Phone, email and text preference



Review expectations and goals



Daily open communication is key!!



Shared planning time

- Importance of a written plan for an Intern
- Shared documents
- Assessment data



CSU Field Supervisor Introductions



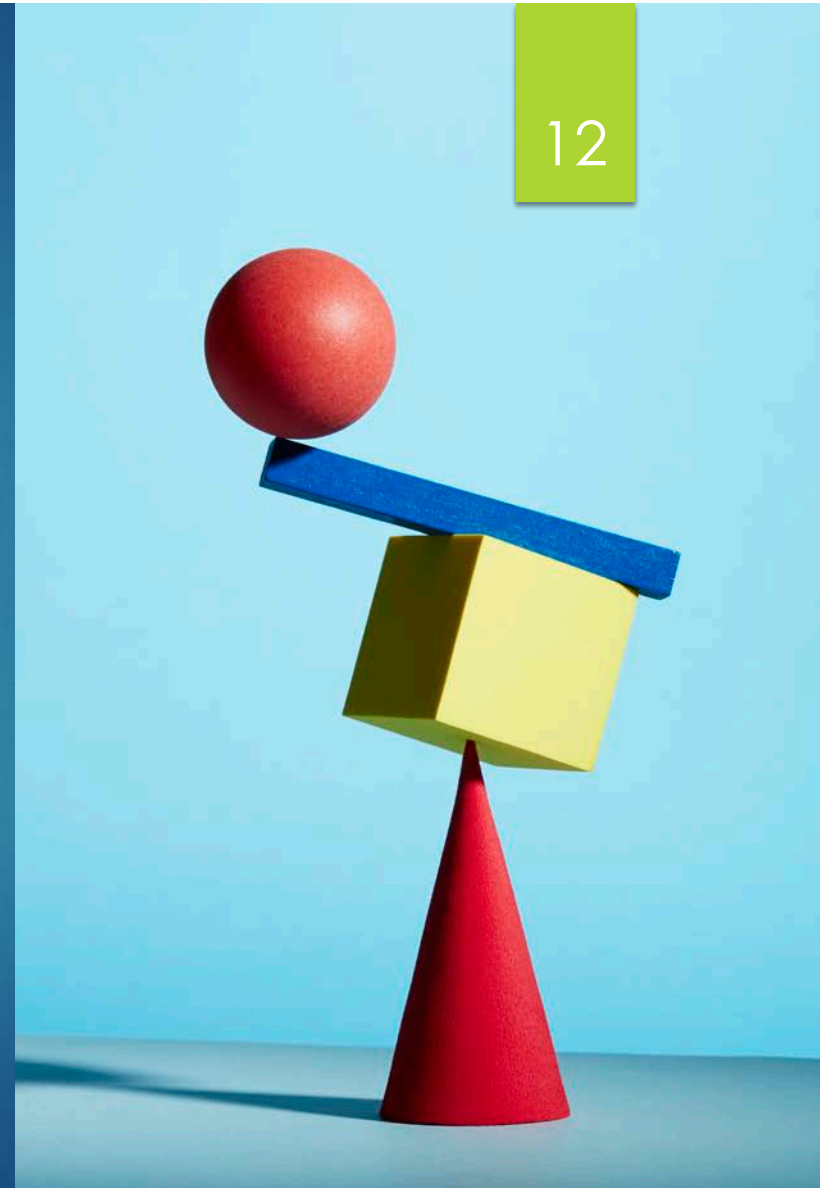
Mentor, CSU Field Supervisor, & Seminar Leader Coaching

11

- ❑ By now you should have received an email from the supervisor and possibly an in person visit
- ❑ Give feedback on lesson plans
- ❑ Gather anecdotal notes from students teaching
- ❑ Ask open-ended questions
- ❑ Talk through problem solving
- ❑ Celebrate successes

How Can I Best Support My Intern?

- ▶ Honest and frequent feedback
- ▶ SHARE concerns ASAP
- ▶ Share student data
- ▶ Regular conversations
- ▶ 2 formal observations
- ▶ 7 week and 15-week TRIADs



Takeover in the Classroom

Intern 1

Field Experience hours vary by program area*
 P-5/Middle Childhood/Special Education/DREAM: 3 hours/4 days a week (12 hrs/wk)
 AYA (Secondary): 5.5 hours a week, suggested same period each day

Early Start	Observe, listen, and take notes. Get to know students, mentor teacher, schedule, school, administrators, policies.
Day 1: Aug. 25, 2025	Engage in small group or individual support of students as soon as possible
Week 1-3	Take on one subject or class period
Week 4-7	Take on second subject or class period
Week 8-14	Take over teaching responsibilities and/or co-teach
Week 15	Transition classroom back to mentor

Intern 2

Field Experience is all day/5 days a week*
 Intern Follows teacher's contracted school day
 P-5/Middle Childhood/Special Education/DREAM/Music: 15 Weeks
 **AYA (Secondary): 12 Weeks

Early Start	Observe, listen, and take notes. Get to know students, mentor teacher, schedule, school, administrators, policies.
Day 1: Aug. 25, 2025	Engage in small group or individual support of students as soon as possible. Encouraged to co-teach if returning to same classroom.
Week 1-2	Take on one to two subjects or class periods
Week 3-6	Teach partial class load and tape their edTPA lessons
Week 7-14	Take over teaching responsibilities and/or co-teach **AYA: Week 7-11
Week 15	Transition classroom back to mentor **AYA: Week 12

* If students need an alternate schedule, they are required to obtain approval from the Office of Field Services. Student should follow the District's schedule, including PD opportunities if possible. SLPs

Observation Calendar

14

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Week 1 8/25 - 8/29	First Day of the Semester August 25, 2025 CSU Field Supervisor Introduction
Week 2 9/1 - 9/5	Mentor Teacher Orientation September 4, 2025
Week 3 9/8 - 9/12	CSU Field Supervisor Formal Observation #1
Week 4 or 5 9/15 – 9/26	Mentor Formal Observation #1
Week 6 or 7 9/29 – 10/10	CSU Field Supervisor Formal Observation #2
Week 8 10/13 – 10/17	Mid Term TRIAD
Week 9 or 10 10/20 – 10/31	CSU Field Supervisor Formal Observation #3*
Week 11 or 12 11/3 – 11/14	Mentor Formal Observation #2 *AYA AT2 FINAL TRIAD
Week 13 or 14 11/17 – 11/28	CSU Field Supervisor Formal Observation #4
Week 15 12/1 – 12/5	Final TRIAD Last day in the field December 5, 2025
Week 16 (Final's Week) 12/8 – 12/12	Make up hours

Split or Shared Experience

15



Mentors, CSU Field Supervisors, and Interns will work together to modify teaching take over timelines as needed in these experiences.

Split internships will switch to new placement in week 8

What is a Mentor Observation?

16

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2 Formal Mentor Teacher Observations



Infinite Informal Observations



Observations are Formative Feedback and not scored



Completed Mentor Observation Forms are sent to Intern and Supervisor electronically

*Observation forms can be found on the OFS Website.



OFS Policies and Procedures

- ▶ Professionalism
- ▶ Timely Communication
- ▶ Attendance
- ▶ Daily Schedule
- ▶ Lesson Planning
- ▶ Seminars and Professional Development
- ▶ Substitute Teaching

What if a Concern Arises in the Field?

20

- ▶ Any concerns (professional, disposition, pedagogical or content skill) should be communicated to an OFS Supervisor as soon as possible
- ▶ Any serious deficiencies in performance should be reported immediately to the Office of Field Services
- ▶ *Please refer to the Boundaries and Consequences document found on the Office of Field Services Website for specific information.



What are OFS Lesson Plan Requirements?

21

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- ▶ Lesson plans are required to be submitted at a minimum 48 hours in advance (unless needed sooner by mentor)
- ▶ Interns are required to always have a lesson plan when they are teaching.
- ▶ OFS does have a required lesson plan template found on our website
- ▶ Lesson plan requirements are also found in OFS Handbook





Can My intern substitute teach?

VISIT THE OFS WEBSITE FOR DETAILS.

Intern Assignments



Does my Intern have Additional Assignments To Complete?

24

- ▶ Yes, lesson plans, reflections, IEPs, data collection, ect.. Interns do have assignments during the course of the semester that require some specific interactions in the classroom.
- ▶ These assignments are the responsibility of the intern and not the mentor.
- ▶ edTPA: A series of 3-5 data driven lesson plans which the intern must plan, instruct and reflect on. Go to the OFS Website for deadlines.



The EdTPA is evidence of your teaching skills based on:
3-5 lesson plans including instructional materials and assessments,
a video of you teaching the lessons
and your responses to the reflection prompts provided.

Task 1		Task 2		Task 3	
Planning		Instruction		Assessment	
Scored with Rubrics 1-5		Scored with Rubrics 6-10		Scored with Rubrics 11-15	
Part A: Context for Learning	Template	Part A: Video Clips	Video File	Part A: Video or Audio Evidence	Video or Audio File
Part B: Lesson Plans	Word Document	Part B: Instruction Commentary	Template	Part B: Observation Notes and Work	Word Document
Part C: Instructional Materials	Word Document			Part C: Evidence of Feedback	Word Document
Part D: Assessments	Word Document			Part D: Assessment Commentary	Template
Part E: Planning Commentary	Template			Part E: Evaluation Criteria	Word Document



What makes up the EdTPA assignment?



CPAST & TRIAD



What is a Triad meeting & When are they Held?

27

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The following 15 slides are a training guide for the use and implementation of the midterm and final appraisal tool, called the CPAST (Candidate Preservice Asessment for Student Teachers).

CPAST Student Evaluation Rubrics are available electronically from Intern Supervisors

Please use the rubric to score Interns for evaluation at the mid-semester and final triads.

COOPERATING TEACHER AND
STUDENT TEACHER TRAINING CHAPTER
FOR THE CANDIDATE PRESERVICE
ASSESSMENT FOR STUDENT
TEACHERS (CPAST) FORM

- ▶ DEVELOPED BY THE
VARI-
EPP* COLLABORATION
- ▶ **VALID AND RELIABLE
INSTRUMENTS
FOR EDUCATOR
PREPARATION
PROGRAMS*



CPAST: Learning Objectives

29

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Introduce	CPAST Form: Sections, Row Structure, Levels of Performance, Formatting, Scoring, and Resources
Schedule	Learn the timing of the Three-Way Conference
Examples	Examine examples of interaction that may occur during the Conference

CPAST Form Sections: Pedagogy & Dispositions

Pedagogy
13 rows
4 subsections

Pedagogy	Alignment	Dispositions	Alignment
Planning for Instruction and Assessment		Professional Commitment and Behaviors	
A. Focus for Learning: Standards and Objectives/Targets	OSTP 4.1 InTASC 7a	A. Participates in Professional Development	OSTP 7.2
B. Materials and Resources	OSTP 4.7 InTASC 7b	B. Demonstrates Effective Communication with Parents or Legal Guardians	OSTP 3.4 InTASC 10d
C. Assessment of P-12 Learning	OSTP 2.3 InTASC 6b	C. Demonstrates Punctuality	OSTP 7.1 InTASC 9a
D. Differentiated Methods	OSTP 4.5 InTASC 2c	D. Meets Deadlines and Obligations	OSTP 7.1 InTASC 9a
Instructional Delivery		E. Preparation	OSTP 7.1 InTASC 3d
E. Learning Target and Directions	OSTP 4.3 InTASC 7c	Professional Relationships	
F. Critical Thinking	OSTP 4.6 InTASC 5d	F. Collaboration	OSTP 6.3 InTASC 10b
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	OSTP 3.2 InTASC 8b	G. Advocacy to Meet the Needs of Learners or for the Teaching Profession	OSTP 6.3 InTASC 10j
H. Digital Tools and Resources	OSTP 4.7 CAEP 1.5	Critical Thinking and Reflective Practice	
I. Safe and Respectful Learning Environment	OSTP 5.1, 5.2, 5.5 InTASC 3d	H. Responds Positively to Constructive Criticism	InTASC 9n
Assessment			
J. Data-Guided Instruction	OSTP 3.3 CAEP 2.3		
K. Feedback to Learners	OSTP 3.4 InTASC 6d		
L. Assessment Techniques	OSTP: 3.1 InTASC 7d		
Analysis of Teaching			
M. Connections to Research and Theory	OSTP: 4.4 CAEP 1.2		

Dispositions
8 rows
3 subsections

CPAST rows are aligned to OSTP, CAEP, & InTASC Standards

CPAST Form: Row Structure

There are four levels of performance

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Planning for Instruction and Assessment				
A. Focus for Learning: Standards and Objectives /Targets	Plans align to appropriate Ohio Learning Standards AND Goals are measureable AND Standards, objectives/targets , and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners and <i>attend to appropriate developmental progressions relative to age and content-area</i>	Plans align to appropriate Ohio Learning Standards AND Goals are measureable AND Standards, objectives/ targets , and learning tasks are <i>consistently aligned</i> with each other AND Articulates objectives/targets that are appropriate for learners	Plans <i>align</i> to appropriate Ohio Learning Standards AND/OR Some goals are measureable AND/OR Standards, objectives/targets , and learning tasks, are <i>loosely or are not consistently</i> aligned with each other AND/OR Articulates <i>some</i> objectives/targets that are appropriate for learners	Plans <i>do not align</i> to the appropriate Ohio Learning Standards AND/OR Goals are <i>absent or not measureable</i> AND/OR Standards, objectives/targets , and learning tasks are <i>not aligned</i> with each other AND/OR Does not articulate objectives/targets that are appropriate for learners

Each row receives a whole number score

CPAST Form Levels of Performance: Does Not Meet Expectations & Emerging

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Assessment				
J. Data-Guided Instruction	Uses data -informed decisions (<i>trends and patterns</i>) to set short and long term goals for future instruction and assessment AND Uses contemporary tools for learner data record-keeping <i>and analysis</i>	Uses data -informed decisions to design instruction and assessment AND Uses contemporary tools for learner data record-keeping	Uses minimal data to design instruction and assessment	Does not use data to design instruction and assessment

NOTE: At the mid-term evaluation, most Practicum and Internship 1 students will earn a “0” or “1” in some areas. An “A” in Practicum or Internship 1 is an average of 1.64 or greater; in Internship 2 and Student Teaching, an “A” is 2.14 or greater

WHAT IF THE MIDTERM CONSENSUS SCORE IS '0' OR '1' ON A ROW?

Support	Example
Suggesting Resources	Readings, articles
Reflection questions	Post conference questions related to the area for improvement
Providing opportunities	For the student teacher to demonstrate competence
Co-teaching and Modeling	Models and supports with strategies

- A CONSENSUS SCORE OF A "1 OR 0" ALERTS THE TEAM THAT THE INTERN TEACHER:
 - NEEDS TO FOCUS ON THAT SPECIFIC AREA; AND
 - NEEDS SUPPORT AND RESOURCES FROM THE UNIVERSITY SUPERVISOR AND MENTOR TEACHER.
- THE MENTOR TEACHER AND UNIVERSITY SUPERVISOR ARE A SUPPORT TEAM FOR THE STUDENT INTERN.

CPAST Form Levels of Performance: Meets Expectations

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
	Assessment			
J. Data-Guided Instruction	Uses data -informed decisions (<i>trends and patterns</i>) to set short and long term goals for future instruction and assessment AND Uses contemporary tools for learner data record-keeping <i>and analysis</i>	Uses data -informed decisions to design instruction and assessment AND Uses contemporary tools for learner data record-keeping	Uses <i>minimal data</i> to design instruction and assessment	Does not use data to design instruction and assessment

EXAMPLE: To earn this score on Row J, a student teacher needs to:

- demonstrate a pattern of using data to design instruction and assessment; AND
- demonstrate evidence of the use of contemporary tools for collecting and organizing that data

CPAST Form Levels of Performance: Exceeds Expectations

35

Exceeds Expectations = ROCK STAR!!

This level represents performance *beyond* what is expected for a beginning teacher

Student teachers will earn few, if any, "Exceeds Expectations"

(similar to OTES)

At Midterm: Extraordinary occurrence

At Final: Few, if any, "Exceeds Expectations"

Are there exceptions?

For some dispositions (e.g., punctuality and meets deadlines), candidates may have a score of a "3" at both midterm and final.



Remember!

CPAST Form Scoring: Special Notes

- A score of “not applicable” is not an option for any row
- Raters are strongly discouraged from lowering scores at the midterm conference or inflating scores at the final conference simply to show growth
- Although a student teacher will likely show growth in some areas assessed by the form, it is expected a student teacher will earn consistent scores in some rows at the midterm and final

CPAST Formatting: AND/OR, Lists

A student teacher must provide evidence for ALL descriptors in a level of performance in order to earn the column rating.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
E. Learning Target and Directions	Articulates accurate and coherent learning targets AND Articulates accurate directions/explanations throughout the lesson AND Sequences learning experiences appropriately	Articulates accurate learning target AND Articulates accurate directions/explanations AND Sequences learning experiences appropriately	Articulates an inaccurate learning target AND/OR Articulates inaccurate directions/explanations	Does not articulate the learning target OR Does not articulate directions/explanations

This short video explains the use of enumerated lists in the CPAST Form's Rows.

<https://youtu.be/YDkqfZtONos>

If a student teacher consistently

- communicates accurate directions for activities to learners AND
- sequences learning experiences appropriately,
- But does not communicate accurate learning targets

They should not earn a 2 on this row.

CPAST Resources: “Look Fors” Document

The “*Look Fors*” document is intended to:

- Assist the mentor teacher and university supervisor in determining a score and
- Provide suggestions for **possible sources of evidence**, as well as further elaboration of the characteristics for each level of performance.

WHY is it used? The “*Look Fors*” document is intended to:

- Reduce confusion; and
- Promote inter-rater reliability of the form (i.e., all users are using the form to evaluate student teachers the same way).

Please NOTE: We are not allowed to share this document with Interns.

What is the Triad Conference?

The TRIAD meeting

- Includes the university supervisor, the cooperating teacher (mentor), and the student teacher (intern).
- **Ensures the perspectives of each member of the team** are taken into consideration when evaluating the student teacher using the CPAST Form.
- Occurs twice: Formative Mid-term and Summative Final



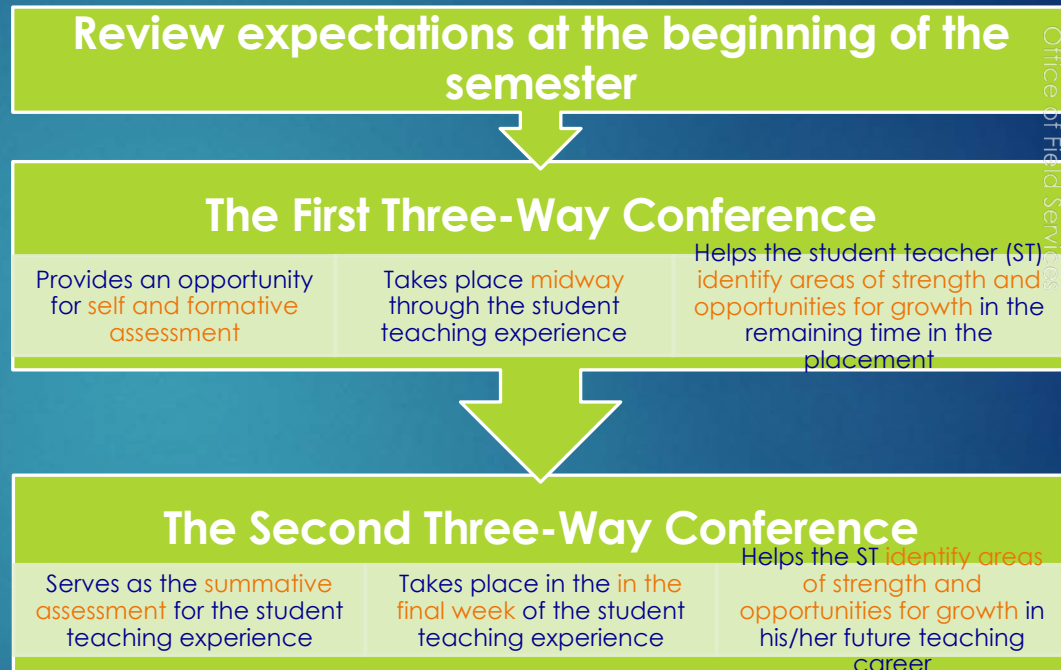
When does the Three-Way Conference occur? 40

The CCAST Form is intended to:

- Accurately reflect the ST performance at the **middle** and the **end** of the student teaching experience.
- Provide **formative feedback** to the student teacher.

The CCAST Form is used:

- At any time during the student teaching experience, but it may be **particularly useful in preparing for the midterm and final Three-Way Conferences.**



How Should Each Participant Prepare for the Conference? 41

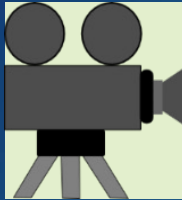
Each team member involved in the evaluation process should bring:

- A suggested score
- Evidence to support his/her score

Instructional Delivery				
Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
H. Digital Tools and Resources	Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that <ol style="list-style-type: none"> 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. Extend learners' understanding of concepts 	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that <ol style="list-style-type: none"> 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 	Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson AND Technology is not available	One of the following: A. Does not use technologies (digital tools and resources) AND Technology is available in the setting OR B. Use of technologies is not relevant to the learning objectives/ targets of the lesson OR C. Does not discuss technologies AND Technology is not available in the setting
EVIDENCE	<ul style="list-style-type: none"> • I have observed Tammy's students using the Smartboard (e.g., the volcano lesson, the igneous rock lesson) in a way that was relevant to the learning objectives/targets of the lesson. • In one of our post-lesson conferences, she described how she developed an online study tools for her students to use to demonstrate their knowledge/skills of volcanos/igneous rocks. 			

In addition to self-assessing his/her progress the **Student Teacher** should:

- complete the "Goals" section of the CCAST Form
- refine his/her goals after discussion with the Supervisor and Mentor Teacher at the Three-Way Conference



Let's Look at What Conversations May Look Like in Two Mock Three-Way Conferences.

Situation	Website Link
Example #1: A team member indicating s/he has not had an opportunity to observe the student teacher demonstrating evidence for a specific skill	https://youtu.be/A39KGYMjYIQ
Example #2: The ST indicating s/he has not had the opportunity to demonstrate a particular skill	https://youtu.be/VMJT738RMyw

CPAST SUBMISSION PROCEDURE

During 3-way conference, University Supervisor records consensus scores and discussion notes on rubric sheet and provides copy for teaching Intern via Taskstream.

Post-Conference: Supervisor submits scores to Taskstream - CSU's online platform for licensure portfolios.

Interns will receive email notification when scores are submitted.

Additional Information

44

Office of Field Services (OFS) Contacts

- ▶ Director: Anne Price a.e.price@csuohio.edu
 - ▶ Placements
 - ▶ Policies
 - ▶ Student Concerns
- ▶ Admin. Coordinator: Aimee Furio a.furio15@csuohio.edu
 - ▶ Policies
 - ▶ Mentor Data Sheet
 - ▶ Payment Information
- ▶ General OFS Email: ofsassistant@csuohio.edu
- ▶ **Mentor Payments:** At the end of each semester, mentor payments are made to the district. Districts then disperse payments to the mentor teachers.



Office of Field Services

By Appointment
Contact OFS
216-687-4616

Questions