



# Office of Field Services Intern Handbook 2026-2027

**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 carefully read this Handbook to familiarize yourself 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 at CSU align with more than one rigorous set of standards, as outlined here.

The Ohio Standards for the Teaching Profession (OSTP) involve knowledge, skills, and performances that address the following areas of focus: Students, Content, Assessment, Instruction, Learning Environment, Collaboration and Communication, and Professional Responsibility and Growth.

InTASC (Interstate New Teacher Assessment and Support Consortium) Standards prepare novice teachers to be self-reflective and to center their practices around the student. Our teachers are thus prepared to consider and assess the individual needs of students in diverse populations.

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 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 substances.
7. Educators ensure that 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 set forth 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 should 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 in accordance with 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 the PK-12 students in their charge. 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, responsive teachers. Since our programs are rooted in the urban education experience, our Interns are trained to address all aspects of student achievement, with a special focus on the effects of race, class, and gender.

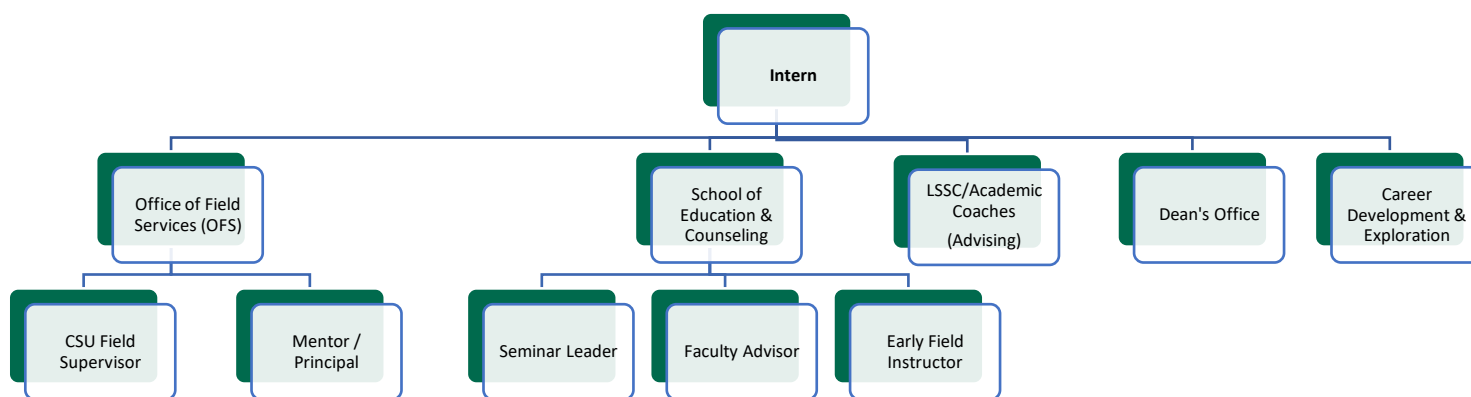
The Office of Field Services supports fully accredited undergraduate and graduate licensure and degree programs in the following areas:

- 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 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 share accountability and ensure that theory and practice are linked, and that coherence across clinical and academic components is maintained. Interns are encouraged to seek assistance from their Support Team.



**Intern:** The Intern is a student who is currently enrolled in the university and is eligible for field experience in their chosen area of preparation. The Intern will apply coursework knowledge, along with 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 both the Intern and mentor teacher regarding 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. Mentors have the right to revoke the invitation to their classroom if an Intern is perceived as negatively impacting PK-12 students.

**Principal:** As an employee of the school district and a building leader, the principal should support the Intern's work in the field and encourage active involvement in 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 and is located in JH 376.

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

**Seminar Leader:** The seminar class is a co-requisite to field experience and is led by the seminar leader. Seminar leaders not only determine and grade all work for the course but also assist students in navigating edTPA and Anthology Portfolio. Should a conflict arise between the Intern, mentor, and/or supervisor, the seminar leader typically advises the student and notifies OFS if a resolution cannot be reached.

**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) and Undergraduate Academic Coaches:** The LSSC and Undergraduate Academic Coaches include advisors who provide academic and professional guidance to future, current, and past Levin College students. They assist with enrollment, BCI and FBI background checks, academic pre-requisites, graduation, licensure, petitions, and comprehensive exams. LSSC is located in Julka Hall 376. The Undergraduate Academic Coaches are located in Berkman Hall 110.

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

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

## 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., locating materials within the classroom, focusing on classroom management techniques or how individual PK-12 students respond to the teacher, discerning 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

Early Field Experiences mark the beginning of the transition from student to professional educator. It is typically at this time that students develop an informed teaching philosophy and begin to build pedagogical and dispositional capacities.

The charts below detail early field guidelines and general information by program area. CSU students will need to assure that 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><br>Completed during Weeks 6-15 of semester                                                     | 18 hours<br><br>Field hours occur outside of class time                                                                                                | 18 hours<br><br>Field hours occur outside of class time                                                                                                      | 40 hours<br><br>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<br><br>Develop and teach one lesson in your field experience to a small group <u>or</u> whole class | Write and facilitate a lesson for a small group<br><br>Write and teach two lessons in your field experience to a whole class |
| <b>Observations</b>                                                                                                         | For all courses, required observations are conducted by Mentor Teacher and CSU Instructor/Supervisor<br><br>Reference course syllabus for more details |                                                                                                                                                              |                                                                                                                              |
| <b>Placement</b>                                                                                                            | Apply for all field experience placements on the OFS website<br><br>Individual and group placements are assigned by OFS                                |                                                                                                                                                              |                                                                                                                              |

| 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 |
|                                                                                                                                                                                                    | Students in the field are supported by an assigned Mentor Teacher and CSU Field Supervisor |                           |                        |
|                                                                                                                                                                                                    | 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>  |                           |                        |
| See Syllabus or Course Instructor for specific requirements regarding the following: breaks/holidays, school closures/inclement weather, professional development, and other pertinent information |                                                                                            |                           |                        |

| Early Field Experiences: MUST                                                                                                                                                                      |                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|                                                                                                                                                                                                    | Teaching and Management in the Secondary School                             |
| Course #                                                                                                                                                                                           | EDB 505                                                                     |
| Semester                                                                                                                                                                                           | Summer                                                                      |
| Required Field Hours:                                                                                                                                                                              | Varies                                                                      |
| Teaching Responsibility                                                                                                                                                                            | Identify and plan appropriate instructional strategies for diverse learners |
| Observations                                                                                                                                                                                       | Conducted by Mentor Teacher and CSU Instructor/Supervisor                   |
| Placement                                                                                                                                                                                          | Partner school site                                                         |
| See Syllabus or Course Instructor for specific requirements regarding the following: breaks/holidays, school closures/inclement weather, professional development, and other pertinent information |                                                                             |

| Early Field Experiences: PK-5 |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                               |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | Rotation 1                                                                                                                                                                             | Rotation 2                                                                                                                                                                                                                                                                                                   | Rotation 3                                                                                                                                                                                                                                    |
| Course                        | EDB 241-Focused on Social Foundations in Education                                                                                                                                     | ECE 341- Focused on Assessment and Instruction                                                                                                                                                                                                                                                               | ECE 351-Focused on Students as Learners                                                                                                                                                                                                       |
| Semester                      | Spring                                                                                                                                                                                 | Fall (1 <sup>st</sup> -5 <sup>th</sup> classroom)                                                                                                                                                                                                                                                            | Spring (PK-K classroom)                                                                                                                                                                                                                       |
| Required Field Hours          | <p>18-20 hours</p> <p>Attendance is mandatory and is recorded by signing in at the field work site</p>                                                                                 | <p>75 hours = 3.75 hours, 2 days a week for 10 weeks</p> <p><i>*Professor may hold class on-site during field hours debrief (based on availability and preference)</i></p>                                                                                                                                   | <p>75 hours = 3.75 hours, 2 days a week for 10 weeks</p> <p><i>*Professor may hold class on-site during field hours debrief (based on availability and preference)</i></p>                                                                    |
| Teaching Responsibility       | <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* of varying achievement, i.e., struggling, average, highly capable (*per classroom teacher' selection)</p> <p>Write a profile of each student selected</p> <p>Plan and teach a lesson later in the semester at a time agreed upon by the classroom teacher and student</p> | <p>Implement Learning Center-free choice</p> <p>Teach one differentiated and integrated lesson</p> <p>Project/investigation<br/>Develop and implement a unit plan that encompasses multiple disciplines</p> <p>Tutor/small group activity</p> |

| Early Field Experiences: PK-5                                                                                                                                                                                          |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                   |                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                        | Rotation 1                                                                                                                                                                                                                                             | Rotation 2                                                                                                                                                                                        | Rotation 3                                                                                                                                              |
| <b>Observations</b>                                                                                                                                                                                                    | For all courses, required observations are conducted by Mentor Teacher and CSU Instructor/Supervisor                                                                                                                                                   |                                                                                                                                                                                                   |                                                                                                                                                         |
| <b>Placement</b>                                                                                                                                                                                                       | Apply for all field experience placements on OFS website.<br><br>For Fall experiences, apply between August 1 <sup>st</sup> – September 15 <sup>th</sup><br>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 are determined by course instructor and OFS. Apply for field experience on OFS website                                                   | Schools attained by OFS. Professor assigns two students per appropriate classroom (based on availability of mentors at one or more building locations). Apply for field experience on OFS website | Schools attained by OFS. Professor assigns two students per appropriate classroom (based on availability of mentors at one or more building locations). |
| <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 the following:</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><br>*Completed during Weeks 6-15 of semester       | 18-20 hours<br><br>Attendance is mandatory and is recorded by signing in at the field work site | 75 Hours in field school & non-school settings<br><br>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<br><br>37.5 Hours in classroom focusing on classroom management, exceptionalities, and gifted learners |
| <b>Teaching Responsibility</b>                                                | Observe teaching practices and record                                                           | Perform <i>three</i> teaching cycles using Frey and Fisher’s Gradual                                                                                                                                                                                                                          | <b>Exploration &amp; Reflection:</b><br>Record <i>two</i> critical observations of your mentor                                                        |

| Early Field Experiences: Middle Childhood (4 <sup>th</sup> -9 <sup>th</sup> )                                                                                                                                          |                                                                                                                                                                                                                                           |                                                                               |                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                        | Rotation 1                                                                                                                                                                                                                                | Rotation 2                                                                    | Rotation 3                                                                                                                                                                                                              |
|                                                                                                                                                                                                                        | Tutor individuals/small groups per teacher request<br>Collaborate with peers, individuals, and groups at the site of fieldwork                                                                                                            | Release Model, including one co-taught lesson in the field                    | teacher as s/he teaches the same lesson in one day<br><b><i>Conversations [Mentor Teacher]:</i></b> Informal talk with Mentor & written reflection<br><b><i>Delivery of one mentor lesson with teaching partner</i></b> |
| <b>Observations</b>                                                                                                                                                                                                    | For all courses, required observations are conducted by Mentor Teacher and CSU Instructor/Supervisor                                                                                                                                      |                                                                               |                                                                                                                                                                                                                         |
| <b>Placement</b>                                                                                                                                                                                                       | Apply for all field experience on OFS website.<br><br>For Fall Experiences, apply between August 1 <sup>st</sup> -September 15 <sup>th</sup><br>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.                                                                                    | Assigned by OFS<br><br>Supported by a Mentor Teacher and CSU Field Supervisor | Assigned by OFS<br><br>Supported by a Mentor Teacher and CSU Field                                                                                                                                                      |
| <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 the following:</b> observations, breaks/holidays, school closures/inclement weather, professional development and other pertinent information |                                                                                                                                                                                                                                           |                                                                               |                                                                                                                                                                                                                         |

| Early Field Experiences: Special Education (K-12)<br>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<br><br>ESE 521                                                                                      | ESE 351 – Mild/Moderate Rotation & Seminar 3: Students as Learners<br><br>ESE 522                                                                     |
| <b>Semester</b>                                                                         | Spring                                                                                          | Fall                                                                                                                                                                       | Spring                                                                                                                                                |
| <b>Required Field Hours</b><br>*Completed during Weeks 6-15 of semester                 | 18-20 hours<br><br>Attendance is mandatory and is recorded by signing in at the field work site | 75 hours in field (school and non-school settings)<br><br>37.5 hours in classroom (primarily in field location) focusing on assessment, value added concepts, planning for | 75 hours in field (school and non-school settings)<br><br>37.5 hours in the classroom (primarily in field location) focusing on classroom management, |

| Early Field Experiences: Special Education (K-12)<br>Mild to Moderate Educational Needs                                                                                                                                |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                        | Rotation 1                                                                                                                                                                                                                                | Rotation 2                                                                                                                                                                                                                                                          | Rotation 3                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                        |                                                                                                                                                                                                                                           | learning, implementation of teaching and learning, pedagogical content, classroom management (classroom environment, culturally responsive teaching)                                                                                                                | exceptionalities, and gifted learners<br><br>Essential content from rotation 1 and rotation 2 will be revisited; Interns' understanding and application of previously introduced content will be enhanced and deepened.                                                                                                                              |
| <b>Teaching Responsibility</b>                                                                                                                                                                                         | Observe teaching practices and record<br><br>Tutor individuals/small groups per teacher request<br><br>Collaborate with peers, individuals, and groups at the site of fieldwork                                                           | Complete a comprehensive academic evaluation with <b>two learners</b> of differing ability levels<br><br>Compile the results of all assessment activities into an Evaluation Team Report (ETR)<br><br>Use data included in the ETR to design an IEP for the learner | Serve as a 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).<br><br>Prepare individual materials for your tutees.<br><br>Turn in a tutoring template (an abbreviated lesson outline given in class) every session. |
| <b>Observations</b>                                                                                                                                                                                                    | For all courses, required observations are conducted by Mentor Teacher and CSU Instructor/Supervisor                                                                                                                                      |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                      |
| <b>Placement</b>                                                                                                                                                                                                       | Apply for all field experience on OFS website.<br><br>For Fall Experiences, apply between August 1 <sup>st</sup> -September 15 <sup>th</sup><br>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.                                                                                    | Assigned by OFS<br><br>Supported by a Mentor Teacher and CSU Field Supervisor                                                                                                                                                                                       | Assigned by OFS<br><br>Supported by a Mentor Teacher and CSU Field Supervisor                                                                                                                                                                                                                                                                        |
| <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 the following:</b> observations, breaks/holidays, school closures/inclement weather, professional development and other pertinent information |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                      |

| Early Field Experiences: Special Education (K-12)<br>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<br><br>ESE 510                                                                                                                                                                                                                                                                                                                                                                                                         | ESE 371 – Moderate/Intensive Rotation & Seminar 3: Students as Leaders<br>ESE 511                                                                                                                                                              |
| <b>Semester</b>                                                                              | Spring                                                                                                                                                                                                                                    | Fall                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring                                                                                                                                                                                                                                         |
| <b>Required Field Hours</b><br>*Completed during Weeks 6-15 of semester                      | 18-20 hours in field experience in addition to lecture and seminar examining the school in diverse cultural contexts.                                                                                                                     | 75 hours in field (school and non-school settings)<br><br>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)<br><br>Essential content from rotation 1 will be revisited; Interns' understanding and application of previously introduced content will be enhanced and deepened. | 75 hours in field (school and non-school settings)<br><br>37.5 hours in classroom (primarily in field location) focusing on classroom management, exceptionalities, and gifted learners                                                        |
| <b>Teaching Responsibility</b>                                                               | Observe teaching practices and record<br><br>Tutor individuals/small groups per teacher request<br><br>Collaborate with peers, individuals, and groups at the site of fieldwork                                                           | Complete assigned assessment reports<br><br>Present the results of various assessments to colleagues, students, and families<br><br>Use the results of these assessments to prepare a written IEP                                                                                                                                                                                                                                                                                                  | Support instruction: learn the day-to-day tasks of being a teacher<br><br>Attend an IEP meeting<br><br>Complete a document to organize each of your students' IEP goals<br><br>Develop a system to collect data and monitor students' progress |
| <b>Observations</b>                                                                          | For all courses, required observations are conducted by Mentor Teacher and CSU Instructor/Supervisor                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                |
| <b>Placement</b>                                                                             | Apply for all field experience on OFS website.<br><br>For Fall Experiences, apply between August 1 <sup>st</sup> -September 15 <sup>th</sup><br>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.                                                                                    | Assigned by OFS<br><br>Supported by a Mentor Teacher and CSU Field Supervisor                                                                                                                                                                                                                                                                                                                                                                                                                      | Assigned by OFS<br><br>Supported by a Mentor Teacher and CSU Field Supervisor                                                                                                                                                                  |

| Early Field Experiences: Special Education (K-12)<br>Moderate to Intensive Educational Needs                                                                                                                    |            |            |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|
|                                                                                                                                                                                                                 | Rotation 1 | Rotation 2 | Rotation 3 |
| See Syllabus or Course Instructor for specific requirements regarding the following: observations, breaks/holidays, school closures/inclement weather, professional development and other pertinent information |            |            |            |

| Early Field Experiences: DREAM                                                                                                                                                                                  |                                                                                |                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                 | Rotation 1                                                                     | Rotation 2                                                                                                                                                                 |
| Course #                                                                                                                                                                                                        | DRE 601                                                                        | DRE 602                                                                                                                                                                    |
| Semester                                                                                                                                                                                                        | Fall                                                                           | Spring                                                                                                                                                                     |
| Required Field Hours                                                                                                                                                                                            | 50 Field Hours                                                                 | 50 Field Hours                                                                                                                                                             |
| Teaching Responsibility                                                                                                                                                                                         | Observe teaching practices, observe individual students, and teach 2-3 lessons | Observe teaching practices, teach and record a minimum of one lesson, work with parents of ELs, work with mentor teacher to identify characteristics and needs of families |
| Observations                                                                                                                                                                                                    | Conducted by Mentor Teacher and CSU Instructor/Supervisor                      |                                                                                                                                                                            |
| Placement                                                                                                                                                                                                       | K-5 with high EL population                                                    |                                                                                                                                                                            |
| See Syllabus or Course Instructor for specific requirements regarding the following: observations, 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

|                                                                  | P-5 /Middle / SPED / DREAM                                                                                                                                                                                                                                       | AYA: ELA, MATH, SCI, SST<br>World Language, MUST**                                                                                                                       |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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 per 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) **See <i>MUST</i> note below |
| <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 lessons in the classroom. Full teaching for at least 2 weeks at end of semester. |                                                                                                                                                                          |
| <b>Spring Breaks</b>                                             | Follow district calendar                                                                                                                                                                                                                                         |                                                                                                                                                                          |
| <b>School Closures<br/>Inclement Weather/<br/>Emergency Days</b> | Missed hours are not required to be rescheduled                                                                                                                                                                                                                  | Missed hours must be rescheduled to reach minimum hours                                                                                                                  |
| <b>Seminars/Meetings/<br/>Professional Development (PD)</b>      | Seminars are required, Mentor Teacher meetings are optional, PD is strongly encouraged                                                                                                                                                                           |                                                                                                                                                                          |
| <b>Number of Required Observations</b>                           | 2 by Mentor<br>4 by CSU Field Supervisor                                                                                                                                                                                                                         | 2 by Mentor<br>3 by CSU Field Supervisor                                                                                                                                 |
| <b>Other</b>                                                     | Interns are encouraged to participate in extracurricular activities IF they are part of the 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 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<br/>Inclement Weather/<br/>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/<br/>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<br>4 by CSU Field Supervisor                                                                                                                                                                                                     | 2 by Mentor<br>3 by CSU Field Supervisor                                                                                                                                                                                                                                                      | Daily by Mentor (if required)<br>2 by CSU Field supervisor                                                                                                                                                                                    |
| <b>Other</b>                                                     | <p>Interns are encouraged to participate in extracurricular activities if they are part of Mentor Teacher's contracted hours.</p> <p>With advanced notice, the CSU Career Fair and PD Sessions are excused time away from the classroom.</p> | <p>Interns are encouraged to participate in extracurricular activities if they are part of Mentor Teacher's contracted hours.</p> <p>With advanced notice, the CSU Career Fair, and PD Sessions are excused time away from the classroom. Missed hours beyond 3 days must be rescheduled.</p> | <p>Externs are encouraged to participate in extracurricular activities if they are part of the contracted teachers' hours.</p> <p>With advance notice, CSU Career Fair and Interview Day are excused time away from the speech classroom.</p> |

*\*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 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 December 1 – February 15. For spring experiences, the application is open 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)

##### Teaching Fellowships

Teaching Fellowships are partnerships between the Cleveland State University and Northeast Ohio School Districts. They are grant-funded programs (awarded annually) that engage highly qualified teacher candidates in paid final year field experiences in select school districts. Some fellowships are focused on creating a 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

Interns must meet with LSSC (Advising) to verify academic eligibility before April 1<sup>st</sup> for a Fall experience or before November 1<sup>st</sup> for a Spring experience. This includes the completion of all prerequisite courses listed in the program of study for the chosen licensure area, an overall GPA of at least 2.75, a professional GPA of at least 2.75 (with no grades of D, F, Incomplete or X in professional coursework), and a content GPA of at least 2.5 (per content area for middle and secondary licensure). All I, F, and/or X grades must be resolved to gain placement in the field. LSSC will send documentation to OFS. *Note: These steps 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 also contact OFS to 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 LSCC/Levin Student Service Center's 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**

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

### **Petitions**

Petitions are submitted for program and placement exceptions (i.e., taking a prerequisite class with an experience, waiving an experience, special match placement, graduating without licensure, etc.). All program exception petitions should be submitted to LSSC. All placement exception petitions should be submitted to OFS. 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<br>(3 shots) | ODJFS Medical<br>Statement | Unofficial CSU<br>Transcripts |
|-----------------------------|----|--------------------------|----------------------------|-------------------------------|
| P-5*<br>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.nesinc.com">oh.nesinc.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                                     |                                                                           | 121                    |     |
| DREAM                                     | 057*                                                                      | 121, 055, 058          | 190 |

\*edTPA may replace the APK with a passing score.

**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). Special Education must have an experience in at least two 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 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 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 field experience at one's place of employment is discouraged; however, an Intern may petition to complete their field experience at their workplace, but hours may not conflict or overlap.

## 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 an Intern's 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. Interns may not begin their field experience without first attending an orientation; therefore, failure to attend may result in a late start to field experience.

### **Child Abuse Recognition Training**

Interns will receive training in identifying and reporting the signs of child abuse and neglect. Interns may also opt to complete 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 when 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 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, Interns should reach out to their host school administrators and to the Office of Field Services.

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

### Expectations

#### Program and Syllabi

Interns 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

As the Intern transitions from observer to teacher, their responsibilities will vary by program and by classroom. 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 their own lessons in the classroom. Here are examples of additional Intern duties:

- In the classroom: helping struggling PK-12 students, administering tests or quizzes, grading student work, monitoring center activities, planning and delivering lessons, assisting during transition times
- Outside the classroom: lunch duty, hall monitoring, assisting in study hall monitoring, preparing and decorating bulletin boards, attending Parent/Teacher conferences
- Outside school hours: planning lessons, preparing instructional materials, attending 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, etc. 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 **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 the 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 a lesson plan 48 hours in advance
- Mentor/CSU field supervisor observes the Intern teaching and completes an observation form
- Intern participates in a 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. It was developed in collaboration with other universities and colleges across Ohio and has been aligned to OSTP, CAEP AND INTASC, and RESA Standards. 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 a video recording of 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
- Always wear identification within 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
- Meet the administrator(s) and office staff. Interns should make an effort to become acquainted with the principal and other administrators as early as possible
- Ask for a copy of staff policies and procedures, likely in the form of a Staff Handbook

### Safety and Security

K-12 school communities face an evolving and unique set of threats, hazards, and security challenges. Interns should become familiar with proper procedures in each building placement, and abide by these personal safety measures: wear CSU identification, bring a 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, as 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 a review of 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, perhaps through your institution, that makes a commitment not to use your data. Always be cautious about the information you submit.
- Purpose: Before you get started, consider your reason for using this platform. 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.
- 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 attire 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 signing in and out (i.e., security, front office) to gain access to classroom
- Complete the **Intern Attendance Form** daily and have it 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 the 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 the privacy of all PK-12 students, families, and school personnel. 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 the **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 agreeing upon peaceful resolutions. 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 school 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 for any reason without the presence of a licensed teacher.

## **Health Insurance**

Cleveland State University does not carry health insurance for Interns. 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 through contacting the National Education Association.

Interns are responsible for learning the school's policies. Interns need to be aware of all children with allergies or other physical issues within their classroom and the proper course of action to take should a problem 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 inappropriate actions or negligence on the part of its Interns. 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 that is not a minor misdemeanor, as defined in section 2925.01 of the Ohio Revised Code, is a valid reason for the state of Ohio to deny issuing a teaching license. Anyone who suspects substance abuse within the field 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 non-public school to employ a high school graduate as a substitute teacher, in accordance with school policy, provided the individual is also 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 doing 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 with 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 the 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.

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 the dissolution of a match. All stakeholders should direct concerns to the Office of Field Services Team as soon as they arise.

### **Graduation without Licensure**

In order to graduate without licensure, an Intern must meet with an LSSC advisor to assure they will earn the required 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 Intern is required to replace the student teaching capstone with EDB 495, Seminar in Classroom Inquiry. Graduate-level Interns are advised to meet with an advisor for next steps.

### **Office of Protected Rights (OPR)**

An Intern with concerns regarding their interaction with the Intercession Process may contact the Office of Protected Rights (OPR). OPR 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 the mentor teacher to serve as a professional reference for future applications. Interns should also ask both the mentor teacher and CSU supervisor for a general letter of recommendation to keep on file for future job applications

## Section 15: What is Next?

### Applying for Licensure

Upon completion of the 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 or 32 (for World Language); Interns who do not achieve the required edTPA score will need to complete APK
- ☐ Complete all program requirements
- ☐ Pass OAEs
- ☐ Obtain a current BCI/FBI background check

### 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 at 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 school district 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. Visit the [LEVIN COLLEGE website](#) for more information.

## 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 a 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 campus culture that encourages the 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 to prepare students for the world of work and will help them to understand the power of their own story and how to leverage networks. In addition to job fairs and openings, their *Consult a Peer* program will help with resume review, cover letters, job searches, 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.

**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 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** - 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!!**

**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 (DTS)**- 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** – A CSU official whose role it is to protect 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. After successful completion of the program and RESA, teachers are eligible to apply for a professional teacher license

**Rotation Classes** – Early Field Experience classes for majors in P-5, Middle Childhood, and Special Education  
**Step Classes** – Early Field Experience Classes for *CSUteach* majors outside of AYA and World Language.

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

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

**Writing Center** - 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<br>(Expenses may vary by year) |
|--------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>ACCEPTANCE INTO LEVIN COLLEGE</b> |                                    | Meet with academic advisor:<br>Review program requirements, declare major<br>Complete BCI/FBI Background Checks (renewed annually)                                                                                                                                                                                                                                                                              | \$60                                                  |
| Early Field Experiences              | <b>1ST SEMESTER</b>                | Attend Rotation 1 or Step 1 Orientation<br>Complete OFS Field Application – 1 <sup>st</sup> Semester Field<br>Apply for SBOE Pre-service Teacher Permit<br>Setup Anthology Portfolio account                                                                                                                                                                                                                    | \$25-75                                               |
|                                      | <b>2ND SEMESTER</b>                | Complete OFS Field Application – 2 <sup>nd</sup> Semester Field<br>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<br>Register for final year classes<br>Complete academic pre-req check with LSSC advisor<br>Apply for graduation (undergrad only)<br>Prepare for OAE Exams (i.e. 240 Tutoring - 4 months)<br>Submit Fellowship application (if available)<br>Submit non-academic requirements*<br>Active Pre-service Teacher Permit required | \$40<br>\$100<br>*                                    |
| Final Year Experiences               | <b>4TH SEMESTER (FINAL YEAR 1)</b> | Attend orientation (Thursday before semester begins)<br>Complete Child Abuse Recognition training<br>Complete OFS Field Application – 5 <sup>th</sup> Semester Field<br>Attempt all OAE, ACTFL/LTI or PRAXIS exams<br>Attend PD opportunities<br>Active Pre-service Teacher Permit required                                                                                                                     | \$218-466**                                           |
|                                      | <b>5TH SEMESTER (FINAL YEAR 2)</b> | Attend Orientation (Thursday before semester begins)<br>Take over full-time in classroom (~week 8)<br>Submit edTPA<br>Join professional organization<br>Attend PD Opportunities<br>Complete Year End Surveys<br>Active Pre-service Teacher Permit required                                                                                                                                                      | \$300 Lab Fee                                         |
| <b>RECOMMENDATION FOR LICENSURE</b>  |                                    | Complete all program requirements<br>Degree post (undergrad only)<br>Successful completion of edTPA<br>Passage of all OAE, ACTFL/LTI or PRAXIS exams<br>Current background check on file with ODE<br>Completion of licensure application                                                                                                                                                                        | \$60<br>\$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 (002-004, 057) 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.

### Education Collective

Teacher education student organization aimed to empower CSU students majoring in education by fostering a supportive, collaborative community that promotes academic success, professional development, and personal growth.

### Paid Experience

Teaching Fellowships are partnerships between the Cleveland State University and Northeast Ohio School Districts. They are grant-funded programs (awarded annually) that engage highly qualified teacher candidates in paid final year field experiences in select school districts. Some fellowships are focused on creating a 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 (PD)

Professional Development is an opportunity for teachers to learn and grow in their practice. The Office of Field Services, local partner districts, and organizations provide opportunities throughout the year. These are **optional**, though 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 on the rubric, Interns must attend PD, provide evidence of learning, and reflect on their 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 choose to employ an individual with a pre-service teacher permit. Interns should start by investigating speaking to their mentor teacher and contacting their district HR for guidance. After approval has been granted by the mentor teacher and building principal/district, the Intern should complete the CSU application to substitute teach. This final step must be taken before Interns may substitute during field experience.

### Tutoring

Several CSU partner school districts have paid and unpaid tutoring opportunities within their buildings during the academic year and summer sessions. 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.

**Our shared goal:**

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