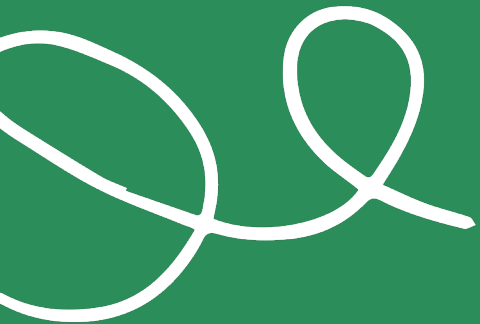
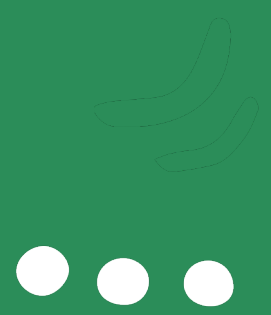




Fall 2023

Intern Orientation



Presented by the Office of Field Services



Agenda

- 1 Welcome
- 2 What to Expect in your Field Experience
- 3 Break
- 4 Expectations of Measurement
- 5 Supervisor Break out Session
- 6 Lunch
- 7 Child Abuse Recognition Training

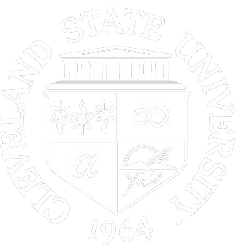
Objectives

Relationship between Intern and Supervisor

Field Requirements + Boundaries

Expectations of Measurement (CPAST/SPA)

Resources



Welcome

Marius Boboc

Department Chair, Teacher Education

Levin College of Public Affairs & Education

The OFS Team

Director



**Anne
Price**

Admin



**Aimee
Furio**

Program Coordinators



**Courtney
Nudell**



**Noah
Carlson**



**David
Lammer
t**



**Sharyn
Turner**

GA



Krista

What do you
hope to learn
today?

intern expectations
child abuse recognition
reporting an incident
policies/procedures
closures/holidays
spring placements
mentor teacher expectations
licensure job opportunities
transitioning into the classroom taskstream
teaching lessons building relationships
OAE exams takeover classroom management
better communication from OFS professional development
time management public speaking
paying for licensure lesson planning
CMSD workday

What to Expect in your Field Experience

Who am I?

Semester 1

Semester 2

Additional Requirements

Finding Success in the Classroom

Communication

Boundaries

Engaging in Opportunities

Your Support Team

Additional Questions

Who am I?



- **Apprentice Teaching I/II**

- UGRD Adolescent Young Adult (AYA)
 - ELA, Math, Science, SST
- UGRD World Language - French, Spanish

- **Internship I/II**

- UGRD Early Childhood Pk-5
- UGRD Middle Childhood 4-9
- UGRD Special Education Mild/Mod, Mod/Int
- DREAM - Early Childhood, Intervention Specialist, TESOL

- **Practicum**

- GRAD Early
- GRAD Special Education
- GRAD TESOL
- GRAD AYA & World Language (MUST)

- **Student Teaching**

- GRAD Early
- GRAD Special Education
- GRAD AYA/WL - MUST
- Music
- Speech Language Pathology

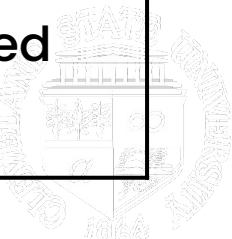
UGRD = undergraduate

GRAD = graduate

Semester 1



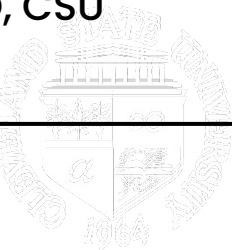
| Course | Internship I (IT1) / Practicum* | Apprentice Teaching I (ATI) |
|--|--|--|
| Required Field Hours | M-TH mornings, 3 hours/morning for entire 15-week semester (12 hours a week) | Minimum of 80 hours over the course of 15-week semester (~5.5 hours a week) |
| Teaching Responsibility | Work with small Pk-12 student groups, teach Mentor Teachers' lessons, gather and develop instructional materials, and gradually take responsibility for developing and teaching own lessons in the classroom. Full teaching for at least 2 weeks at end of semester. | |
| Spring Breaks | Follow District Calendar | |
| School Closures Inclement Weather Emergency Days | Missed hours are <u>not</u> required to be rescheduled | Missed hours <u>must be</u> rescheduled to reach minimum hours |
| Seminars/Meetings/ Professional Development (PD) | Seminars are required, Mentor Teacher meetings are optional, PD is strongly encouraged | Seminars are required, Mentor Teacher meetings are optional, PD is strongly encouraged |
| # Required Observations | 2 by Mentor 4 by CSU Field Supervisor | 2 by Mentor 3 by CSU Field Supervisor |
| Other | Interns are encouraged to participate in extracurricular activities IF they are part of Mentor Teacher's contracted hours. | |



Semester 2



| Course | Internship II (IT2) / Student Teaching* | Apprentice Teaching II (AT2) | Student Teaching Externship (Speech) |
|--|--|--|---|
| Required Field Hours | 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 |
| Teaching Responsibility | Full responsibilities of the classroom teacher by week 8 | Full responsibilities of the classroom teacher | Work with assigned groups, gather and develop instructional materials and gradually take responsibility for developing and teaching own lessons in the speech room or classroom. Full responsibilities by Midterm time is expected. |
| Spring Breaks | Follow District Calendar only | Follow District Calendar only but does not count toward 12 weeks | Follow District Calendar only |
| School Closures Inclement Weather Emergency Days | 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 |
| Seminars/ Meetings/ PD | 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. |
| Number of Required Observations | 2 by Mentor 6 by CSU Field Supervisor | 2 by Mentor 3 by CSU Field Supervisor | Daily by Mentor (if required) 2 by CSU Field supervisor |
| Other | Interns are encouraged to participate in extracurricular activities IF they are part of Mentor Teacher's contracted hours. With advanced notice, NOTED, CSU Career Fair, and PD Sessions are excused time away from the classroom. | | |



Requirements

Background Checks

\$60

\$200-
460

OAE Exams

TaskStream

\$50

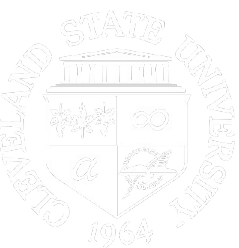
Graduation Application

\$40

ODE Licensure Application

\$160

Reach out to OFS if you have questions or concerns



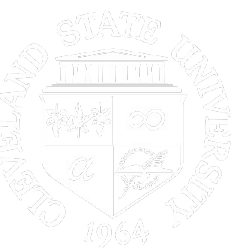
Finding Success in the Classroom



- MAKE a great first impression – Introduction, Dress, Respectful of time
- ASK your mentor – Student Info, Goals, Classroom Policies, Parents, Expectations
- IMMERSE yourself in the School: Introductions, Buddy, School culture, Staff Policies & Resources



You are representing CSU & yourself



Communication is Key

- Be smart with Technology
- Punctuation and Grammar Matters
- Use your CSU Email
- Follow the Cell Phone policies
- Be Prepared
- Pace yourself
- Reflect



Know your Boundaries



- Financial
- Professional
- Curricular
- Religious
- Technology
- Anger
- Relationship
- Physical
- Off Campus Conduct

Consequences: removal from field experience, loss of eligibility to apply for teaching license, jail time, Recorded on permanent record (district and/or ODE)

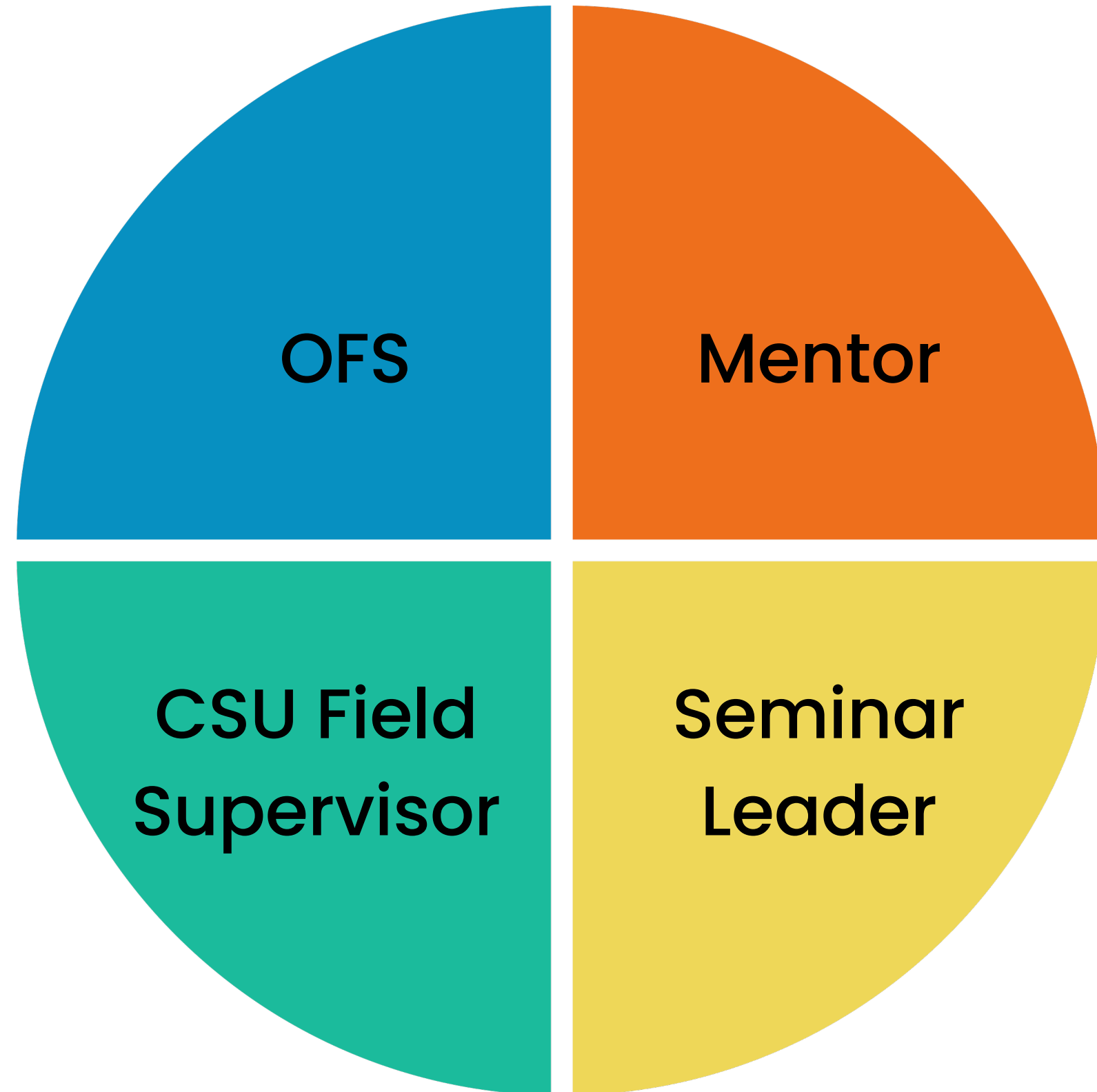
Do not do anything that you would not like to see on the news the next morning!

Engage in Opportunities

- Engage in your School
- Volunteer
- Professional Development Sessions
- Substitute Teaching
- Career Development & Exploration

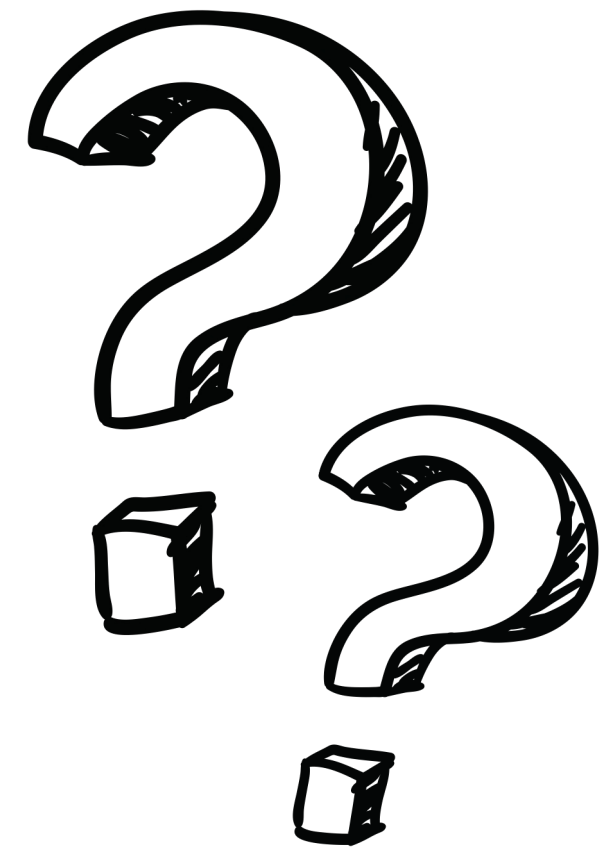


Your Support Team



Additional Concerns

- Website
 - Policies, Procedures & Expectations (Forms)
 - Student Section
- OFS Intern Handbook 2023–2024
- Complete "Unanswered Questions Sheet" on table



10 min break

Measurements

Rubric Literacy: How and when will I be measured?

Week at a Glance

Intern / Apprentice Teaching I / Practicum

Intern / Apprentice Teaching II / Student Teaching

| | |
|-----------|---|
| Day 1 | Engage in small group or individual support of students as soon as possible |
| Week 1-3 | Take on one subject or class period |
| Week 4-7 | Take on second subject or class period |
| Week 8-14 | Take over teaching responsibilities and/or co-teach |
| Week 15 | Transition classroom back to mentor |

| | |
|-----------|---|
| Day 1 | Engage in small group or individual support of students as soon as possible. Encouraged to co-teach if returning to same classroom. |
| Week 1-3 | Teach one subject |
| Week 4-7 | Teach partial class load and tape their <u>edTPA</u> lessons |
| Week 8-14 | Take over teaching responsibilities and/or co-teach |
| Week 15 | Transition classroom back to mentor |

Lesson Planning

- Lesson plans are required to be submitted at a minimum 48 hours in advance
- Interns **MUST** always have a lesson plan when teaching
- Required lesson plan templates are found on our website
- Requirements are also found in OFS Handbook on page 15



| | | |
|---|--|--------------|
| Objectives/ Learning Targets | Students will be able to: I can statement here: | |
| Standards and/or Competencies List all standards and/or competencies used for this lesson here. | | |
| Academic Language & Vocabulary | | |
| Materials Needed | | |
| Procedure Outline your lesson here. Introduction, Middle and Conclusion <u>Include times.</u> | You and Mentor do: | Students do: |
| Differentiation Strategies Address needs of groups and individuals as needed | | |
| Assessment How will you assess student learning for this specific lesson? (Pre- Assessment Formative | | |

Observations



Evidence Driven Observations

Know the evaluation tool!

Possible evidence

Lesson plan

Skill/Content Checklists

Rubrics

Questions

Student Work

CPAST Form Sections

Pedagogy & Disposition

Pedagogy

- 13 rows
- 4 subsections

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

Dispositions

- 8 rows
- 3 subsections

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

CPAS7 Form Row Structure

There are four levels of performance

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

Each row receives a whole number score

CPAST Form Levels of Performance

Does not meet Expectations and Emergerging

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

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

What if the midterm consensus score is "0" or "1" in a row?

A consensus score of a "1 or 0" alerts the team that the intern teacher:

- Needs to focus on that specific area; and
- Needs support and resources from the university supervisor and mentor teacher.

The mentor teacher and university supervisor are a support team for the student intern.

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

CPAST Form Levels of Performance

Meet Expectations

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



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

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

CPAST Form Levels of Performance

Exceeds Expectations

Exceeds Expectations = ROCK STAR!!

- This level represents performance *beyond* what is expected for a beginning teacher
- Student teachers will earn few, if any, “Exceeds Expectations” (similar to OTES)
- Midterm: Extraordinary occurrence
- Final: Few, if any, “Exceeds Expectations”
- Are there exceptions?
- For some dispositions (e.g., punctuality and meets deadlines), candidates may have a score of a “3” at both midterm and final.

CPAST Form Scoring: Special Notes

A score of “not applicable” is not an option for any row

Raters are:

- Strongly discouraged from lowering scores at the midterm conference or inflating scores at the final conference simply to show growth
- Although a student teacher will likely show growth in some areas assessed by the form, it is expected a student teacher will
 - Earn consistent scores in some rows at the midterm and final

CPAST Formatting: AND versus OR

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

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

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

<https://youtu.be/YDkqfZtONos>

If a student teacher consistently

- communicates accurate directions for activities to learners AND
- sequences learning experiences appropriately,

But does not communicate accurate learning targets

- he or she should not earn a 2 on this row.

Triad Meetings

- Includes the CSU Field Supervisor, Mentor, and the Intern
- Ensures the perspectives of each member of the team are taken into consideration when evaluating the student teacher using the CPAST Form
- Occurs twice: Formative Mid-term and Summative Final



When do Triads Occur

The CFAST Form is intended to:

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

The CFAST Form is used at any time during the student teaching experience, but it may be particularly useful in preparing for the midterm and final Three-Way Conferences.



Triad Preparation

Each team member involved in the evaluation process should bring:

- a suggested score
- evidence to support his/her score

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

In addition to self-assessing his/her progress the Intern should:

- Complete the "Goals" section of the CPAST Form
- Refine his/her goals after discussing them with the US and CT at the Three-Way Conference

Activity

Ready Set Go!

Are You Ready?



Did we meet our Objectives?

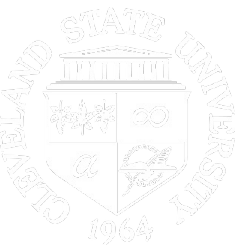
Objectives

Relationship between Intern and Supervisor

Field Requirements + Boundaries

Expectations of Measurement (CPAST/SPA)

Resources





Raffles!

Afternoon Agenda

12:15pm Supervisor Break out Sessions

12:45–1:45pm Lunch – 2nd floor Student Center

2:00–4:00pm Child Abuse Recognition Training – MC 202