



# College of Education & Human Services

## OFS FIELD EXPERIENCES CHART

Note: These are the field experiences coordinated through the Office of Field Services.

Other Licensure Areas' and/or colleges' field placements may be coordinated through a different office in the University.

Questions on placements can be directed to Gail Nelson, [g.s.nelson@csuohio.edu](mailto:g.s.nelson@csuohio.edu) or by phone at 216-802-3342

Traditional Teacher Education Program (Being transitioned out as of 2014-2015 Academic year)			
LICENSURE AREA	METHODS	PRACTICUM	STUDENT TEACHING
<b>EARLY CHILDHOOD</b> (Pre- K- Grade 3)	<b>(ECE 402) (May no longer requires field hours as of Spring 18)</b> 30 hours over course of semester: 3 hours/week for 10 weeks	M-TH mornings, 4 hrs/morning for entire semester <b>(16 hrs x 15 wks = 240 hrs)</b>	5 full days/week for entire semester (Follows teacher's contracted hours)
		<b>EARLY CHILDHOOD NOTE:</b> Must complete one experience in PreK/K & one experience in grades 1-3	
<b>EARLY CHILDHOOD SPECIAL EDUCATION</b>	50 hours over the course of semester. See Mild/Moderate for description.	M-TH mornings, 4 hrs/morning for entire semester <b>(16 hrs x 15 wks = 240 hrs)</b>	5 full days/week for entire semester
<b>MIDDLE CHILDHOOD</b> (Grades 4-9, 2 content areas)	<b>(EDB 303) Replaced By EDM 341 as of Fall '17</b>	M-TH mornings, 4 hours/morning for entire semester <b>(16 hrs x 15 wks = 240 hrs)</b>	5 full days/week for entire semester (Follows teacher's contracted hours)
		<b>MIDDLE CHILDHOOD NOTE:</b> Can have 1 field experience in each content area or both in both experiences	
<b>MILD/MODERATE SPECIAL EDUCATION</b> (K-12)	<b>(ESE 400/500) (ESE 402/502) 400/402 no longer requires field hours as of Fall 18</b> 50 hours over course of semester	M-TH mornings, 4 hours/morning for entire semester: ½ semester in elementary, ½ semester in secondary <b>(16 hrs x 15 wks = 240 hrs)</b>	5 full days/week for entire semester
<b>Varying Abilities Class Interns are Reg. Ed. Secondary Licensure</b> But need placed in self-contained, resource, or inclusion setting	<b>(ESE 404/504) (404 no longer offered as of Spring 19)</b> 30 hours over course of semester Students observe in special ed. or inclusion class. Collect information on Sheets provided by instructor. Optional to be involved in class.		
<b>MODERATE/INTENSIVE SPECIAL EDUCATION</b> (K-12)	<b>(ESE 400/500) (no longer requires field hours as of Fall 18)</b> 50 hours over course of semester. Same as Mild Moderate ESE 400/500	M-TH mornings, 4 hours/morning for entire semester: ½ semester in MD classroom, ½ semester in ED classroom <b>(16 hrs x 15 wks = 240 hrs)</b>	5 full days/week for entire semester: ½ semester in MD classroom, ½ semester in ED classroom
	<b>(ESE 403/503) (no longer requires field hours as of Fall 18)</b> 30 hours over course of semester		

<p><b>SECONDARY (7-12)</b> Humanities (Language Arts and/or Social Studies)</p>	<p><b>(EDB 305)</b> Replaced By EUT 305 as of Sp. 17 <b>(EDB 505)</b> Requires 60 hours over course of the semester. Students will do observation and help out in classroom.</p>	<p>Minimum of 80 hours over the course of the semester.</p>	<p>5 full days/week for 12 weeks. (Follows teacher's contracted hours)</p>
<p><b>FOREIGN LANGUAGE</b> (K-12)</p>	<p><b>(EDC 312/EDC 313)</b> Replaced By EUT 305 as of Sp. 17</p>	<p>M-TH mornings, 4 hours/morning for entire semester <b>(16 hrs x 15 wks = 240 hrs)</b></p>	<p>5 full days/week for entire semester in secondary (Follows teacher's contracted hours)</p>
<p><b>MUSIC (K-12)</b></p>	<p><b>(MUS 351)</b> Placed in a grade 4-8 <b>instrumental music classroom</b> 5 hours over 3-5 visits. Focus: <b>String instrument</b> instruction. Anytime that works with their schedule. (<b>Note:</b> we have been using the after school, El Sistema program at CIS for this rather than OFS making placements.) Students are required to observe and assist via 1-1 or small group instruction.</p> <p><b>(MUS 352)</b> Placed in an <b>elementary instrumental music classroom</b> (grades 4-5) for 5 hours over 2-3 visits. Focus: <b>Woodwind instrument</b> instruction. Anytime that works with their schedule. Must be consistent time each week. Students are required to observe and assist via 1-1 or small group instruction.</p> <p><b>(MUS 353)</b> Placed in an <b>elementary instrumental music classroom</b> (grades 4-5) for 5 hours over 2-3 visits. Focus: <b>Brass instrument</b> instruction. Anytime that works with their schedule. Must be consistent time each week. Students are required to observe and assist via 1-1 or small group instruction.</p> <p><b>(MUS 354)</b> Placed in an <b>elementary instrumental music classroom</b> (grades 4-5) for 5 hours over 2-3 visits. Focus: <b>Percussion instrument</b> instruction. Anytime that works with their schedule. Must be consistent time each week. Students are required to observe and assist via 1-1 or small group instruction.</p> <p><b>(MUS 441)</b> Placed in an <b>elementary general music classroom</b> (grades PK-4) for 15 hours over the course of the semester. Typically once a week for 1-2 hours at a time. Students are assigned in small groups (2-3 students) and work with the same grade level or class each week. Students are expected to observe, assist and co-teach with mentor, and</p>	<p><i>*There is no Practicum Experience for Music.</i></p>	<p>5 full days/week for entire semester; ½ semester in elementary general music, ½ semester in secondary (choir, band, or orchestra).</p> <p><b>*Note:</b> the first placement in the student teaching semester will loop with the placement for MUS 447.</p>

	<p>teach 4-5 partial lessons (single activities in a lesson) with their partner (without mentor).</p> <p><b>(MUS 442)</b> Placed in <b>secondary choral classroom</b> for 20 hours over the course of the semester. Anytime that works with their schedule. Must be consistent time each week. Students are required to observe, collect information, and reflect on experiences using instructor-provided forms. Students may also teach in limited ways (at the discretion of the mentor teacher), such as: 1-1 tutoring, leading a small group rehearsal, or leading a short full-group activity.</p> <p><b>(MUS 446)</b> Placed in a <b>middle school (grades 6-8) band/orchestra classroom</b> for 5 hours over 2-3 visits. Students are expected to work with the same class on all visits. Students are required to observe during the 1st visit and collect information to use in planning a sectional rehearsal (small group) for subsequent visit(s).</p> <p><b>(MUS 447)</b> Placed in a <b>K-12 music classroom</b> (based on student's specialty within music) for 35 hours over the course of the semester. Anytime that works with their schedule, 1.5-3 hours/wk. Must be consistent time(s) each week. Students are asked to assist and co-teach with the mentor; students are also required to teach at least 3 times (without the mentor), and are observed once by a university supervisor. Students also complete an assessment project planned/implemented in cooperation with the mentor teacher. <b>Note: This placement will be looped with the first half of the student teaching experience.</b></p>		
<b>PHYSICAL EDUCATION (K-12)</b>	<p><b>(PED 301/PED 302)</b> Elementary: 14 hours = 2 hours/week for 7 weeks Secondary: 14 hours = 2 hours/week for 7 weeks Students are required to observe and assist mentor teacher and keep a log of daily events. In addition, students are required to teach 3 times on 2 different days. This may not be for the entire class...it might be a warm-up activity, a game or a content activity.</p>	<b>(PED 440)</b> OFS does not make placement	5 full days/week for entire semester; ½ semester in elementary, ½ semester in secondary
<b>SPEECH (K-12)</b>	None for which OFS makes placement	OFS does not make placement	4 full days/week for entire semester
<b>TESOL ENDORSEMENT</b>		80-120 hours in ESL/ELL classroom	

<b>CSU TEACH PROGRAM</b> <b>(SECONDARY STEM, HUMANITIES AND FOREIGN LANGUAGE)</b>			
	<b>Step 1 &amp; 2/ Classroom Interactions (CI)</b>	<b>Apprentice Teaching 1 (AT1)</b>	<b>Apprentice Teaching 2 (AT2)</b>
<b>SECONDARY (7-12) STEM (Math and/or Science)</b> <b>Humanities (Language Arts, Social Studies, Foreign Language)</b>	<b>(EUT 201) (EUT 202) Step 1</b> Placed in 6 <sup>th</sup> through 8 <sup>th</sup> grade for 18 hours over the course of the semester. Anytime that works with their schedule. Must be consistent time each week. Students are assigned in pairs and expected to go each week to the same class. The students are expected to assist, co-teach with mentor, and teach two lessons (without mentor) with their partner. Twice a university supervisor will observe the student.	Minimum of *80 hours over the course of the 15 week semester. <i>(Must attend a minimum of once a week for full 15 weeks.)</i>  Attendance at Co-requisite seminar class is required.	5 full days/week for 12 weeks*  (Follows teacher's contracted hours)  Attendance at Co-requisite seminar class is required.
<b>SECONDARY (7-12) STEM (Math and/or Science)</b> <b>Humanities (Language Arts, Social Studies, Foreign Language)</b>	<b>EDB 242 (previously EUT 215/217 or EUT 212/213/216) Step 2</b> Placed in 9 <sup>th</sup> through 12 <sup>th</sup> grade for 18 hours over the course of the semester. Anytime that works with their schedule. Must be consistent time each week. Students are assigned in pairs. Students are expected to go each week to the same class. The students are expected to assist, co-teach with mentor, and teach two lessons (without mentor) with their partner. Twice a university supervisor will observe the student.	<i>*Schedule determined by Intern, Mentor teacher and CSU supervisor.</i>	<i>*Starts with School systems return from winter break not CSU's return date. 12 weeks does not include school's spring break or Year round school's breaks.</i>
<b>SECONDARY (7-12) STEM (Math and/or Science)</b> <b>Humanities (Language Arts, Social Studies, Foreign Language)</b>	<b>(EUT 305) (EUT 306) Classroom Interactions</b> Placed in 7 <sup>th</sup> or 8 <sup>th</sup> grade 40 hours over the course of the semester. Students assigned individually. Students are expected to come each week to the same class. The student is asked to assist, co-teach with the mentor; the students also teach 2 other times on their own and are observed twice by a university supervisor. Students also complete interview assignments to get to know the culture of the school early in the semester.		
		<b>CSU TEACH NOTE:</b> AT 1 and AT 2 are designed to be a yearlong experience, with Interns completing both experiences with in the same school with the same Mentor. Mentors willing to support Project based and/or inquiry approach classrooms preferred.	
<b>NOTE FOR ALL EXPERIENCES</b>			
<b>MENTOR TEACHER REQUIREMENTS</b>	Minimum of one year classroom experience in the Licensure area	At least 3 years teaching experience in the Licensure area.	At least three years teaching experience in the Licensure area and if applicable completed the resident educator program.
Note: All mentors need to hold a valid Ohio Teaching License and cannot be hired through the Teach For America program.			

**CREATE PROGRAM  
(ECE, SPED, MC)**

	<i>Rotations 1, 2 and 3</i>	<b>Internship 1 (ITP1)</b>	<b>Internship 2 (ITP2)</b>
<b>Rotation 1</b> <b>Early childhood,</b> <b>Middle Childhood,</b> <b>Special Education:</b> Early Childhood Mild/ Moderate Moderate/Intensive	<b>Rotation 1 (EDB 241/242)</b> Focus on Social Foundations in Education 3.75 hours, 2 days per week for 4 weeks. Students will: <ul style="list-style-type: none"> <li>• Observe teaching practices.</li> <li>• Tutor individuals and/or small groups as teacher requests.</li> <li>• Attend field during classtimes</li> </ul>		
<b>EARLY CHILDHOOD</b> (PreK – 3)	<b>Rotation 2 (ECE 341 / ECE 342)</b> Focus on Assessment and Instruction 3.75 hours, 2 days per week for 10 weeks. <i>*When possible, Instructors will hold class on site during field weeks.</i> Students will: <ul style="list-style-type: none"> <li>• Observe, document, and assess 3 different children in PK-3</li> <li>• Plan, implement, and evaluate a PK-3 child creating an Integrated Health &amp; Physical Education/Special Education lesson plan.</li> <li>• Plan, implement, and evaluate a PK-3 child creating a Social Studies Expressive Arts lesson plan 2X.</li> <li>• Observe and analyze the language of a PK-3 Emergent Bilingual student and create a plan for extending the child’s language abilities.</li> </ul>	M-TH mornings, 3 hours/morning for 15 week semester (12 hours a week) *180 hours per semester	Follows teacher’s contracted hours, 5 days a week for 15 week semester *405 Clinical Hours
	<b>Rotation 3 (ECE 351)</b> Focus on Students as Learners 3.75 hours, 2 days per week for 10 weeks. <i>*When possible, Instructors will hold class on site during field hour weeks.</i> Students will: <ul style="list-style-type: none"> <li>• Plan and implement a <u>free choice learning center</u> and a <u>project/investigation</u></li> <li>• Develop and implement a two-week unit plan that encompasses multiple disciplines, starting with a focus area of Social Studies</li> </ul>		
<b>MILD/MODERATE SPECIAL EDUCATION</b> (K-12)	<b>Rotation 2 (ESE 341 / ESE 342)</b> Focus on Assessment and Instruction 3.75 hours, 2 days per week for 10 weeks. <i>*When possible, Instructors will hold class on site during field hour weeks.</i> Students will: <ul style="list-style-type: none"> <li>• Conduct parent/child interview and observations</li> <li>• Create an assessment plan to be used with the child.</li> <li>• Students will choose 2 appropriate evaluation instruments and provide a summary of the child’s performance and based on the assessment identify 2-3 areas of need.</li> </ul>		

	<p><b>Rotation 3 (ESE 351 / ESE 352)</b> Focus on Students as Learners 3.75 hours, 2 days per week for 10 weeks. <i>*When possible, Instructors will hold class on site during field hour weeks.</i></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Plan a project/investigation based on children’s interests and daily work on the project.</li> <li>• Develop and implement a two-week unit plan that encompasses multiple disciplines, focusing on Social Studies.</li> </ul>		
<p><b>MODERATE/INTENSIVE SPECIAL EDUCATION (K-12)</b></p>	<p><b>Rotation 2 (ESE 361 / ESE 362)</b> Focus on Assessment and Instruction 3.75 hours, 2 days per week for 10 weeks. <i>*When possible, Instructors will hold class on site during field hour weeks.</i></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Participate in classroom with children.</li> <li>• Report children’s present levels of performance and record their progress over time.</li> <li>• Use different assessment reports including: Preference Assessments, Vineland Adaptive Behavior Scales, on-going Formative Assessments, and present a case study Evaluation Report.</li> </ul>		
	<p><b>Rotation 3 (ESE 371)</b> Focus on Students as Learners 3.75 hours, 2 days per week for 10 weeks. <i>*When possible, Instructors will hold class on site during field hour weeks.</i></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Conduct an assessment to determine a child’s present level of performance</li> <li>• Develop tutoring lesson plans based off of the assessment and tutor the child throughout the semester.</li> </ul>		
<p><b>MIDDLE CHILDHOOD (Grades 4-9, 2 content areas: Math, Science, Language Arts, or Social Studies)</b></p>	<p><b>Rotation 2 (EDM 341/ EDM 342)</b> Focus on Assessment and Instruction 3.75 hours, 2 days per week for 10 weeks. <i>*When possible, Instructors will hold class on site during field hour weeks.</i></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• provide all necessary details relating to alternatives present in the current seating arrangement of children.</li> <li>• Using the seating arrangement, students will write a brief narrative that identifies the teacher’s movement in the classroom.</li> <li>• Examine how student behavior is handled as part of the teacher’s existing management plan in the classroom.</li> </ul>		

	<p><b>Rotation 3 (EDM 351) Focus on Students as Learners</b>  3.75 hours, 2 days per week for 10 weeks.  <i>*When possible, Instructors will hold class on site during field hour weeks.</i></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Design a learning environment plan that supports students as learners</li> <li>• Design an integrated sequence of lessons that meet learning objectives of two different areas, supporting literacy and critical thinking.</li> </ul>		
<b>NOTE FOR ALL EXPERIENCES</b>			
<b>TEACHER REQUIREMENTS</b>	Minimum of one year classroom experience in the Licensure area	At least 3 years teaching experience in the Licensure area.	At least three years teaching experience in the Licensure area and If applicable, completed the resident educator program.
Note: All mentors need to hold a valid Ohio Teaching License and cannot be hired through the Teach For America program.			