

*The Ohio State University*

*School of Music*

*Student Teaching Handbook*

**Introduction:**

The Music Education Area in OSU's School of Music takes enormous pride in the collegial relationships of long-standing that have been established with Columbus-area music teachers and administrators. As a matter of personal and professional commitment, our goal is to prepare as well as humanly possible teacher-education candidates to begin with competence and confidence the important capstone experience of student teaching with outstanding, equally committed music educators.

In some ways, the experience begins months before the student teacher's arrival in a school setting, as university faculty members work diligently to suggest area placements designed to hold the most promise for OSU students, mentor teachers, and the school students served by both. Requests are forwarded by the area head to the Office of Educator Preparation in OSU's College of Education and Human Ecology, from which official requests are made to appropriate school administrators. When those requests are approved, OSU students are informed of their placements and encouraged to make immediate contact with their upcoming mentor teachers to schedule visits and make detailed arrangements.

Early and frequent communication among all three constituencies—OSU student, mentor teacher(s), and university supervisor(s)—works to ensure a smooth transition and the appropriate developmental sequence for the student teacher's increasing level of responsibility. Any questions or difficulties should receive immediate and direct attention by all three.

As always, OSU's music education faculty members seek to maintain quality and to consider recommendations for improvement to the teacher-education program. Contact information is provided at the end of this document.

Student teaching is the capstone experience of the Bachelor of Music Education degree. To complete all requirements for Music 4586 and 4587, student teachers are expected to follow the full-time teaching schedule of their mentor teachers, including activities beyond the school day. Student teachers shall not be involved in other performances, ensembles, recitals, and university classes while student teaching. Requests for exceptions to this policy must be submitted in writing to the area head of music education at least three months prior to the semester of student teaching. The area head will present the request to the area for discussion and vote. The student will be informed of the area's decision and will be required to abide by it.

**Before student-teaching placements can be requested students must:**

- ✓ When admitted to Professional Standing, have purchased TK20 and had a TB test.
- ✓ Apply to student teach by the first Monday in March of the prior year. Include a letter-perfect résumé and results of current FBI/BCI background checks.
- ✓ Take the Ohio Assessment for Educators (OAE) pedagogy and content tests and

request results to be submitted to the Office of Educator Preparation. Placements cannot be made until test results are submitted.

- ✓ Complete the Ohio Metrics and Dyslexia Modules.

### **edTPA:**

Ohio is one of 20 states participating in a consortium to develop a National Teacher Performance Assessment (TPA) for pre-service teachers. The goals are to:

- Create a reliable, valid performance assessments system for enhancing the quality of America's teachers.
- Create an outcome database used by school districts to track teacher performance across the continuum of teachers' careers.
- Provide information states could use to inform teacher quality initiatives, issue initial teacher licenses, and make accreditation decisions.
- Create an evidence-based methodology for making systematic decisions about recruitment, professional development, and continuation of employment.

The initiative is being led by the American Association of Colleges of Teacher Education (AACTE) and the Council of Chief State School Officers (CCSSO), in collaboration with the project's co-principal investigators, Dr. Linda Darling-Hammond and Dr. Ray Pecheone of Stanford University.

Ohio's participation requires OSU student teachers, including those in music, to complete a variety of assessments during the first half of the semester. The appraisals comprise planning, teaching, and assessing, and they require the use of video recording to document and submit the results of these undertakings.

Accordingly, student teachers from the School of Music will provide permission slips to be distributed to students and completed by parents to approve the video recording. The student teacher will consult with her/his mentor teacher to determine optimum times to complete the various assessment components, and the mentor teacher recognizes the student's need to complete the assessments without assistance or intervention.

Mentor teachers are requested to keep planning and teaching expectations of the student teacher at a level that recognizes the importance and time commitment attached to the edTPA requirement. Once this multi-faceted task is completed, additional expectations may be set throughout the remainder of the semester.

### **Student-teaching responsibilities:**

1. Purchase of edTPA—immediately upon receiving notice that placement is confirmed.

2. A three-ringed binder for all relevant material:
  - Handbook for Student Teaching in Music
  - Completed schedule
  - Lesson plans
  - All evaluations/critiques, including Student Teaching Supervision Forms
  - Materials distributed in Student Teaching Seminar
  - Miscellaneous materials related to student teaching

***\*\*Note: The notebook must be kept updated and available for review upon request.***

3. Written plans for each lesson taught and submitted for review by mentor and supervisor.
4. Completion of the schedule, copied for mentor(s) and supervisor(s).
5. Attendance at every Student Teaching Seminar: Tuesdays, 4:10 – 5:05.
6. Attendance of three professional meetings (e.g., in-service, school board, music department, music boosters, etc.). Completion of the log found in the ST Handbook.
7. Mid-term- and final-evaluation participation with mentor teacher(s) and university supervisor(s).
8. Completion of edTPA segments as required. (edTPA must be completed and uploaded to TK20 before a student-teaching grade can be assigned.)
9. READING IN THE CONTENT AREA: CAPSTONE ASSIGNMENT. Plan, execute and document at least one lesson demonstrating a co-curricular approach to reading in the content area. Lesson(s) must show competence in applying the principles of a co-curricular approach to reinforcing reading skills through music. Must be approved by cooperating teacher and university supervisor. Level TBA (elementary/secondary). Video documentation optional.

***Note: Other assignments may be made by the mentor teacher(s) and/or university supervisor(s).***

**Attendance:**

1. Student teachers are expected to follow their mentor teacher's(s') teaching schedule(s).
2. If an absence is necessary, the mentor teacher(s) and supervisor(s) must be notified as early as possible via their preferred means of communication.

3. If a student misses three or more days due to sickness, they will make it up at the end of the semester. Other reasons for being absent need to be approved by the area head.
4. Communication among all is necessary about unanticipated schedule changes.

**The effective student teacher:**

1. Conducts her/himself professionally, respecting and observing the customs of dress, speech, and personal habits of the school and community.
2. Maintains the confidentiality of information about students and/or colleagues.
3. Is sensitive to individual student needs for personal space.
4. Maintains a psychological and social distance appropriate in relationships with students.
5. Is mindful of the need to communicate fully with both mentor teacher(s) and supervisor(s).
6. Seeks and follows mentor/supervisory advice about planning, teaching, classroom management, future plans, etc.
7. Contacts supervisor(s) immediately about any concerns related to student teaching.
8. Is aware that students may not be left unattended and has learned the procedures to follow in the event of an emergency.
9. Shows initiative, asks questions, and learns from others.
10. Adopts a helping attitude and assists wherever and whenever possible.
11. Develops a rapport with students, faculty, and staff.
12. Learns and uses student names as quickly as possible, using rosters, seating charts, etc., as needed.
13. Learns the organization of the school, names of other faculty, administrators, and staff members.
14. Does her/his best to maintain optimum physical and emotional health, even during times of stress.
15. Avoids excessive self-criticism.

16. Sets appropriate personal and professional goals for the student teaching experience, e.g., to achieve readiness to *begin* the first year of an actual teaching assignment.

**The effective mentor teacher:**

1. Orients the new student teacher gradually to the school and its philosophy, colleagues, relevant procedures, and all aspects of the teaching day. Provides a workspace for the student teacher and introduces her/him as a professional to the students.
2. Provides the student teacher with necessary contact information, teaching schedule, and preference for lesson-plan format.
3. Models appropriate speech, decorum, and professionalism. Encourages the observation of and connection with other model teachers. Informs the student teacher of opportunities to attend professional meetings (e.g., in-service, school board, music department, boosters, etc.).
4. Schedules time for daily conferences and offers information to guide early observation experiences.
5. Assesses the student teacher's readiness to plan and execute short teaching segments, reviews early plans, and assists the student's subsequent self-evaluation. Provides written and verbal comments as appropriate.
6. Communicates promptly and directly with the student teacher about deficiencies or concerns. Communicates with the supervisor about lingering concerns.
7. Increases gradually the student teacher's responsibilities for planning, teaching, classroom management, and assessment. Provides support as needed or requested, especially for completion of edTPA requirements.
9. Participates as able in post-teaching conferences during supervisory visits. If unable to participate, reviews with the student teacher evaluative comments made by the supervisor.
10. Understands the legal necessity during absences to have arranged for a substitute to be present, even as the student teacher assumes some or all of the instructional duties.
11. Participates in mid-semester- and final-evaluation conferences as requested by the supervisor. (Please see attached description of mid-semester and final evaluations.)

Music Education Area Head: Dr. Robert Gillespie, Gillespie.5@osu.edu

Student Teaching Seminar Instructor: Dr. Christina Pelletier-Blazakis, Pelletier-Blazakis.1@osu.edu

Music Education Secretary: Tom Cook, cook.24@osu.edu, 614.292.7940

## **Included in this file: Forms for use during student teaching**

Alignment with NCATE/CAEP/InTASC Standards (Conceptual Framework alignment is within the rubric)

### Midterm 3-way

- Unit Key Assessment: Student Teacher [Pedagogy](#) Evaluation
- Unit Key Assessment: Student Teacher [Dispositions](#) Evaluation

### Summative 3-way

- Unit Key Assessment: Student Teacher [Pedagogy](#) Evaluation
- Unit Key Assessment: Student Teacher [Dispositions](#) Evaluation

NOTE: Both forms are the same except for the wording about the goals

## Alignment with Standards

Pedagogy	Alignment *	Dispositions	Alignment *
<b>Planning for Instruction and Assessment</b>		<b>Professional Commitment and Behaviors</b>	
<b>A. Focus for Learning: Standards and Objectives/Targets</b>	OSTP 1.1, 1.2, 1.5, 2.1, 2.3, 4.1, 4.2, 4.3 NCATE 1c CAEP/ InTASC 1b, 2a, 7a, 7b	<b>A. Demonstrates compliance with laws, regulations, and policies (university, school and district)</b>	OSTP 7.1, 2.3, NCATE CAEP / InTASC 9(o)
<b>B. Materials and Resources</b>	OSTP 1.1, 1.2, 1.5, 2.2, 2.5, 4.6, 4.7 NCATE 1c, 4a CAEP/ InTASC 2a, 2f, 2c, 4g, 7b, 7c, 8a	<b>B. Academic integrity is evident and consistent</b>	OSTP 7.1, NCATE CAEP / InTASC 9(o)
<b>C. Assessment of student learning</b>	OSTP 2.3 NCATE 1d CAEP/InTASC 6b, 6e	<b>C. Maintains appropriate confidentiality with all students, parents/caregivers, and colleagues <i>at all times</i></b>	OSTP 7.1 NCATE CAEP / InTASC 9(o)
<b>D. Differentiated Methods</b>	OSTP 1.1, 1.2, 1.5, 2.4, 2.5, 4.2, 4.4, 4.6 NCATE 1c, 4a CAEP/ InTASC 2a, 2b, 5b, 7d	<b>D. Demonstrates honesty and ethical behavior</b>	
<b>E. Resh. in Lesson Planning &amp; Impl.</b>	OSTP 4.2, 4.4 NCATE 1c	<b>E. Participates in professional development</b>	OSTP 7.2 NCATE CAEP / InTASC 9(m), 9(n), 10(r), 10(s), 10(t)
<b>Instructional Delivery</b>		<b>F. Dresses professionally and appropriately for the context of the practicum setting as defined by the district and university policies</b>	OSTP 7.1, NCATE CAEP / InTASC 9(o)
<b>F. Learning Target and Directions</b>	OSTP 4 NCATE 1b	<b>G. Communicates appropriately with legal guardians</b>	OSTP 7.1, NCATE CAEP / InTASC 9(o)
<b>G. Higher-Level Thought Process</b>	OSTP 1.2 NCATE 4a CAEP/ InTASC 4c, 5c, 5d, 5f, 8a, 8e, 8f	<b>H. Demonstrates punctuality and meets attendance requirements</b>	OSTP 1.2 NCATE 4a <b>CHECK alignment</b> CAEP/ InTASC 4c, 5c, 5d, 5f, 8a, 8e, 8f
<b>H. Checking for Understanding and Adjusting Instruction</b>	OSTP 3.1, 3.2, 3.3 NCATE 1d CAEP/ InTASC 4e, 8b, 8i	<b>I. Preparation</b>	OSTP Standard 1, 2 NCATE CAEP / InTASC 7(n), 7(p); 7(q), 8(r)
<b>I. Interactive Technology</b>	OSTP 4.7 NCATE 1b CAEP/ InTASC 2f, 4g, 6i, 8g, 5c	<b>Professional Relationships</b>	
<b>J. Safe and Respectful Learning Environment</b>	OSTP 5.1, 5.2, 5.3, 5.4, 5.5 NCATE 4a CAEP/ InTASC 3b, 3d, 3f, 3c	<b>J. Collaboration</b>	OSTP Standard 6 NCATE 3b CAEP/InTASC 3(r), 3(q), 7(o), 10(r), 10(q)
<b>Assessment</b>		<b>K. Advocacy</b>	OSTP 4.2, 6.4, 7.3 NCATE CAEP / InTASC 2(m), 5(q), 10(s)
<b>K. Guide Instruction</b>	OSTP 3.1, 3.2, 3.3 NCATE 1c, 1d CAEP/ InTASC 1a, 6a, 6c, 6g, 7d	<b>Critical Thinking and Reflective Practice</b>	
<b>L. Feedback to Learners</b>	OSTP 3.4, 3.5 NCATE 1d CAEP/ InTASC 6d, 8b	<b>L. Responds positively to constructive criticism</b>	OSTP 6.2, 6.3, 7.2 NCATE 1G CAEP / InTASC 9(n), 8(r)

## Unit Key Assessment: Student Teacher Pedagogy Evaluation

(Midterm)

Student Teacher: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Cooperating Teacher/s: \_\_\_\_\_

Semester: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions** – The form will be provided by the Program Coordinator to the University Supervisor, Cooperating Teacher<sup>i</sup>, and Student Teacher<sup>i</sup>

Each member of the team (Cooperating Teacher<sup>ii</sup>, University Supervisor, and Student Teacher<sup>i</sup>)

- 1) Completes the evaluation in week 5 or 6 of the student teaching experience
- 2) Brings the completed survey to the mid-term 3-way conference (conference may be virtual or face-to-face)

At the Mid-term 3-way conference

- 1) Goals are set for the remainder of the student teaching experience
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
<b>Planning for Instruction and Assessment</b>				
<b>A. Focus for Learning: Standards and Objectives /Targets</b> <i>CF Goal 4</i>	Plans align to appropriate Ohio Learning <b>Standards</b>  AND <b>Goals</b> are measureable  AND Standards, <b>objectives/targets</b> , and learning tasks are consistently aligned with each other  AND Articulates <b>objectives/targets</b> that are appropriate for learners and <i>attend to appropriate developmental progressions relative to age and content-area</i>	Plans align to appropriate Ohio Learning <b>Standards</b>  AND <b>Goals</b> are measureable  AND Standards, <b>objectives/ targets</b> , and learning tasks are consistently aligned with each other  AND Articulates <b>objectives/targets</b> that are appropriate for learners	Plans <i>align</i> to appropriate Ohio Learning <b>Standards</b>  AND/OR <i>Some</i> <b>goals</b> are measureable  AND/OR Standards, <b>objectives/ targets</b> , and learning tasks, are <i>loosely or are not consistently</i> aligned with each other  AND/OR Articulates <i>some</i> <b>objectives/targets</b> that are appropriate for learners	Plans <i>do not align</i> to the appropriate Ohio Learning <b>Standards</b>  AND/OR Standards, <b>objectives/ targets</b> , and learning tasks are <i>not aligned</i> with each other  AND/OR <i>Does not</i> articulate <b>objectives/targets</b> that are appropriate for learners
<b>B. Materials and Resources</b> <i>CF Goal 3, 4</i>	<b>Materials and resources</b> align with all objectives/targets and <i>encourages individualization of learning</i>	<b>Materials and resources</b> align with <i>all</i> objectives/targets	<b>Materials and resources</b> align with <i>some</i> of the objectives/targets	<b>Materials and resources</b> <i>do not align</i> with objectives/targets
<b>C. Assessment of student learning</b> <i>CF Goal 4</i>	Planned <b>assessments</b> -Provide opportunities for learners of <i>varying abilities</i> to illustrate competence -Align with the Ohio Learning Standards	Planned <b>assessments</b> -Provide opportunities for <i>learners</i> to illustrate competence -Align with the Ohio Learning Standards	Planned <b>assessments</b> -Provide opportunities for <i>some</i> learners to illustrate competence - <i>Align</i> with the Ohio Learning Standards	Planned <b>assessments</b> - <i>are not included</i> OR - <i>Do not</i> align with the Ohio Learning Standards
<b>D. Differentiated Methods</b> <i>CF Goal 1</i>	Lessons make meaningful and <i>relevant</i> connections between -students' prior knowledge -previous lessons -future learning - <i>other disciplines and real-world experiences</i>	Lessons make <i>clear and coherent</i> connections with -students' prior knowledge -previous lessons - <i>future</i> learning	Lessons <i>make an attempt but is not completely successful</i> to connect the lesson to -students' prior knowledge, -previous lessons OR -future learning	Lessons <i>do not</i> build on or connect to students' prior knowledge, or the explanations given are <i>illogical or inaccurate</i> as to how the content connects to previous and future learning

	<p>AND Differentiates instruction to support learner development</p> <p>AND Organizes instruction to ensure content is comprehensible, <i>relevant</i>, accessible, and <i>challenging</i> for all learners</p>	<p>AND <i>Differentiates instruction</i> to support learner development</p> <p>AND Organizes instruction to ensure content is comprehensible and <i>accessible</i> for most learners</p>	<p>AND Differentiation of instruction is <i>minimal</i></p> <p>AND Organizes instruction to ensure content is <i>comprehensible</i> for some learners</p>	<p>OR Differentiation of instruction is <i>absent</i></p>
<b>E. Research in Lesson Planning &amp; Implementation</b> <i>CF Goal 2</i>	<p>Connects assessment practices and instructional strategies to <b>research and/or developmental theory</b></p> <p>AND <i>Justifies the connection between theory and the selections of assessment and instruction</i></p>	<p>Connects assessment practices and instructional strategies to <b>research and/or developmental theory</b></p>	<p>Assessment practices and instructional strategies have <i>minimal</i> connections to <b>research or developmental theory</b></p>	<p>Assessment practices and instructional strategies have <i>no connections</i> to <b>research or developmental theory</b></p>
<b>Instructional Delivery</b>				
<b>F. Learning Target and Directions</b> <i>CF Goal 4</i>	<p>Articulates clear, coherent and accurate learning targets, directions and explanations throughout the lesson</p>	<p>Articulates an accurate learning target</p> <p>AND Articulates accurate directions/explanations</p>	<p>Articulates an inaccurate learning target</p> <p>AND/OR Articulates inaccurate directions or explanations</p>	<p>Does not articulate the learning target</p> <p>Or Does not articulate clear directions/explanations</p>
<b>G. Higher-Level Thought Process</b> <i>CF Goal 1, 4</i>	<p>Implements various activities and methods including discovery that meets the individual needs of the students and encourages <i>creative, critical, and independent thought</i></p>	<p><i>Implements</i> various activities and methods, including questions and student discovery to encourage students to move beyond the facts</p>	<p><i>Inconsistently</i> uses activities and methods to to move students beyond the facts</p>	<p><i>Discourages</i> student discovery AND/OR students to move beyond the facts</p>
<b>H. Checking for Understanding and Adjusting Instruction</b> <i>CF Goal 4</i>	<p><i>Individually checks for understanding</i></p> <p>AND Differentiates through planned and responsive <b>adjustments</b> (Whole class/ group and <i>individual students</i>)</p>	<p><b>Checks for understanding</b> (whole class/group)</p> <p>AND Differentiates through <b>adjustments</b> to instruction (Whole class/ group)</p>	<p><i>Inconsistently checks for understanding</i></p> <p>AND Adjusts instruction accordingly, but <b>adjustments may cause additional confusion</b></p>	<p><i>Does not check for understanding</i> during lesson</p> <p>OR <i>Does not make any adjustments</i> based on learners' responses</p>
<b>I. Interactive Technology</b>	<p><i>Integrates, selects, adapts,</i> and uses a variety of <b>technologies</b> in developmentally appropriate avenues relevant to the learning objectives/ targets of the lesson</p> <p>AND Demonstrates examples of <b>technologies</b> that: 1) convey key concepts AND 2) enable learners to demonstrate knowledge or skills AND/OR 3) <i>extend all learners' understanding of concepts</i></p>	<p>Uses <b>technologies</b> in <i>developmentally appropriate</i> avenues relevant to learning objectives/ targets of the lesson</p> <p>AND Includes at least one example of <b>technology</b> that 1) convey key concepts AND/OR 2) enable learners to demonstrate knowledge or skills</p>	<p>Uses <b>technologies</b> <i>relevant</i> to the learning objectives/ targets of the lesson</p> <p>AND/OR Uses <b>technologies</b> to: 1) convey key concepts OR 2) enable learners to demonstrate knowledge or skills</p>	<p>Does not use <b>technologies</b></p> <p>OR Use of <b>technologies</b> is <i>not</i> relevant to the learning objectives/ targets of the lesson</p>
<b>J. Safe and Respectful</b>	<p>Provides an <i>accepting, safe and respectful learning environment</i> with <i>well-established and seamless</i></p>	<p>Provides a <b>safe and respectful learning environment</b> with routines and transitions</p>	<p>Provides a <b>safe learning environment</b> with <i>minimal</i> routines</p>	<p><i>Does not</i> provide a <b>safe learning environment</b></p>

<b>Learning Environment</b> <i>CF Goal 3</i>	routines and transitions  AND <i>Establishes and promotes</i> constructive working relationships with learners that encourage engagement, ownership and reflection on all aspects of the classrooms  AND Uses researched-based strategies to lessen disruptive behaviors and reinforce positive behavior  AND <i>Students are actively encouraged to take responsibility for their behavior</i>	AND <i>Establishes and promotes</i> constructive working relationships with learners  AND <i>Uses</i> researched-based strategies to lessen disruptive behaviors and reinforce positive behavior	and transitions  AND/OR <i>Attempts</i> to establish working relationships with learners  AND/OR <i>Attempts</i> to use constructive strategies to lessen disruptive behaviors and reinforce positive behavior	OR <i>Does not</i> establish working relationships with learners  OR <i>Does not</i> use constructive strategies to lessen disruptive behavior or reinforce positive behavior
<b>Assessment</b>				
<b>K. Guide Instruction</b> <i>CF Goal 4</i>	Uses appropriate formative and summative methods to assess and differentiates for individuals and groups  AND <i>Uses data-informed decisions (trends and patterns) to set short and long term goals and for future instruction &amp; <b>assessment</b></i>	Uses appropriate formative and summative methods to assess and adjust for individuals or groups  AND Uses data to design instruction and <b>assessment</b>	Uses <i>minimal</i> methods to assess various groups  AND/OR Uses <i>minimal</i> data to design instruction and <b>assessment</b>	<i>Does not</i> use various methods to assess  AND/OR <i>Does not</i> use data to design instruction and <b>assessment</b>
<b>L. Feedback to Learners</b> <i>CF Goal 4</i>	Communicates <i>explicit, individualized</i> , and descriptive <b>feedback</b> that addresses <i>both strengths</i> and needs of the learners in relation to specific learning objectives/targets using a variety of methods  AND Provides timely <b>feedback</b> , guiding learners on <i>how to use feedback to monitor their own progress</i>	Communicates <i>comprehensible</i> and descriptive <b>feedback</b> that addresses <i>some</i> of the needs of the learners in relation to specific learning objectives/targets  AND Provides timely <b>feedback</b> , guiding learners with <i>support</i> to improve	Provides <b>feedback</b> , guiding learners with <i>minimal</i> support to improve  OR Feedback is provided in a somewhat timely fashion	Does not provide <b>feedback</b> , <i>nor</i> guides learners with support to improve  OR <b>Feedback</b> is <i>not</i> timely

## **Unit Key Assessment: Student Teacher Professional Dispositions Evaluation**

(Midterm)

**What are dispositions?** Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation and development as well as the educator's own professional growth (National Council for the Accreditation of Teacher Education).

**What else should a teacher candidate know?** It is the student teacher's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors.

**REMEMBER:** Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

### Professional Commitment and Behaviors

Competency	MEETS (2)	DOES NOT MEET (0)
A. Demonstrates <b>compliance with laws, regulations, and policies</b> (university, school and district) <i>CF Goal 5</i>		
B. Academic integrity is evident and consistent <i>CF Goal 1</i>		
C. Maintains appropriate confidentiality with all students, parents/caregivers, and colleagues <i>at all times CF Goal 5</i>		
D. Demonstrates honesty and ethical behavior <i>CF Goal 5</i>		
E. Participates in professional development <i>CF Goal 6</i>		
F. Dresses professionally and appropriately for the context of the practicum setting as defined by the district and university policies <i>CF Goal 1</i>		
G. Communicates appropriately with legal guardians		
H. Demonstrates punctuality and meets attendance requirements <i>CF Goal 1</i>		

Item/ Standards	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
<b>I. Preparation</b> <i>CF Goal 1</i>	<b>Prepared</b> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND Materials are organized and easily accessible  AND Prepared for the unexpected and flexible	<b>Prepared</b> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND Materials are organized and easily accessible	<i>Not consistently prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND/OR Materials are not organized or easily accessible	<i>Never prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND Materials are unorganized and not easily accessible
<b>Professional Relationships</b>				
<b>J. Collaboration</b> <i>CF Goal 4</i>	<i>Demonstrates</i> productive relationships with cooperating teacher, members of the school community (other teachers, school personnel, administrators, etc.)  AND Consults with and learns from colleagues in planning and implementing instruction <sup>1</sup>	<i>Demonstrates</i> productive relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)  AND <i>Attempts</i> to consult with and learn from	<i>Does not consistently demonstrate</i> productive relationships with cooperating teacher AND/OR members of the school community	<i>Does not demonstrate</i> relationships with cooperating teacher and members of the school community

Item/ Standards	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
	AND <i>Initiates</i> interactions	colleagues in planning and implementing instruction <sup>1</sup>		
<b>K. Advocacy</b>	<i>Recognizes and articulates</i> specific areas in need of <b>advocacy</b> (e.g., technology integration, contemporary best practices, students, cultural awareness, academic literacies, professionalism, social justice)  AND Engages in actions based upon identified needs	<i>Recognizes and articulates</i> areas in need of <b>advocacy</b> (e.g., technology integration, contemporary best practices, students, cultural awareness, academic literacies, professionalism, social justice)	Recognizes the need for <b>advocacy</b> , but cannot articulate areas of need (e.g., technology integration, contemporary best practices, students, cultural awareness, academic literacies, professionalism, social justice)	<i>Does not</i> recognize areas in need of <b>advocacy</b> (e.g., technology integration, contemporary best practices, students, cultural awareness, academic literacies, professionalism, social justice)
<b>Critical Thinking and Reflective Practice</b>				
<b>L. Responds positively to constructive criticism</b> <i>CF Goal 1</i>	Is receptive to <b>feedback</b> and supervision and responds professionally  AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to make changes in teaching  AND <i>Proactively seeks feedback from other professionals in advance of and following implementation</i>	Is receptive to <b>feedback</b> and supervision and responds professionally  AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to <i>make changes in</i> teaching	Is receptive to <b>feedback</b> and supervision  AND/OR Incorporates feedback inconsistently	Is not receptive to <b>feedback</b> and supervision  AND/OR Does not incorporate feedback
<u>What went well? Areas of strength?</u>				
<u>Possible opportunities for growth</u>				

### Goals for Improvement: Pedagogy and Dispositions

Following the Three-way Midterm Evaluation between the Student Teacher<sup>i</sup>, the university supervisor, and the Cooperating Teacher<sup>ii</sup>, the Student Teacher<sup>i</sup> will identify **three** specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher<sup>i</sup>.

Connection to 3-way form	Goal (must have a minimum of one goal) with Details
<i>L. Assessment: Feedback to Learners</i>	<i>I will focus on providing specific (not general) feedback to individuals and to groups – with a focus on task and process. I will focus on “quick and quiet” feedback. I will prepare feedback ahead of time using data</i>
	1.
	2.

Comments

## Unit Key Assessment: Student Teacher Pedagogy Evaluation

(Summative)

Student Teacher: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Cooperating Teacher/s: \_\_\_\_\_

Semester: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions** – The form will be provided by the Program Coordinator to the University Supervisor, Cooperating Teacher<sup>ii</sup>, and Student Teacher<sup>i</sup>

Each member of the team (Cooperating Teacher<sup>ii</sup>, University Supervisor, and Student Teacher<sup>i</sup>)

3) Completes the evaluation in week 13 or 14 (Final)

4) Brings the completed survey to the mid-term 3-way conference (conference may be virtual or face-to-face)

At the Final 3-way conference

1) Suggestions and comments are made to assist in the transition to teaching role

2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
<b>Planning for Instruction and Assessment</b>				
<b>A. Focus for Learning: Standards and Objectives /Targets</b> <i>CF Goal 4</i>	Plans align to appropriate Ohio Learning <b>Standards</b>  AND <b>Goals</b> are measureable  AND Standards, <b>objectives/targets</b> , and learning tasks are consistently aligned with each other  AND Articulates <b>objectives/targets</b> that are appropriate for learners and <i>attend to appropriate developmental progressions relative to age and content-area</i>	Plans align to appropriate Ohio Learning <b>Standards</b>  AND <b>Goals</b> are measureable  AND Standards, <b>objectives/ targets</b> , and learning tasks are consistently aligned with each other  AND Articulates <b>objectives/targets</b> that are appropriate for learners	Plans <i>align</i> to appropriate Ohio Learning <b>Standards</b>  AND/OR <i>Some</i> <b>goals</b> are measureable  AND/OR Standards, <b>objectives/ targets</b> , and learning tasks, are <i>loosely or are not consistently</i> aligned with each other  AND/OR Articulates <i>some</i> <b>objectives/targets</b> that are appropriate for learners	Plans <i>do not align</i> to the appropriate Ohio Learning <b>Standards</b>  AND/OR Standards, <b>objectives/ targets</b> , and learning tasks are <i>not aligned</i> with each other  AND/OR <i>Does not</i> articulate <b>objectives/targets</b> that are appropriate for learners
<b>B. Materials and Resources</b> <i>CF Goal 3, 4</i>	<b>Materials and resources</b> align with all objectives/targets and <i>encourages individualization of learning</i>	<b>Materials and resources</b> align with <i>all</i> objectives/targets	<b>Materials and resources</b> align with <i>some</i> of the objectives/targets	<b>Materials and resources</b> <i>do not align</i> with objectives/targets
<b>C. Assessment of student learning</b> <i>CF Goal 4</i>	Planned <b>assessments</b> -Provide opportunities for learners of <i>varying abilities</i> to illustrate competence -Align with the Ohio Learning Standards	Planned <b>assessments</b> -Provide opportunities for <i>learners</i> to illustrate competence -Align with the Ohio Learning Standards	Planned <b>assessments</b> -Provide opportunities for <i>some</i> learners to illustrate competence - <i>Align</i> with the Ohio Learning Standards	Planned <b>assessments</b> - <i>are not included</i> OR - <i>Do not</i> align with the Ohio Learning Standards
<b>D. Differentiated Methods</b> <i>CF Goal 1</i>	Lessons make meaningful and <i>relevant</i> connections between -students' prior knowledge -previous lessons -future learning - <i>other disciplines and real-world experiences</i>  AND	Lessons make <i>clear and coherent</i> connections with -students' prior knowledge -previous lessons - <i>future</i> learning  AND <i>Differentiates instruction</i> to support learner	Lessons <i>make an attempt but is not completely successful</i> to connect the lesson to -students' prior knowledge, -previous lessons OR -future learning  AND	Lessons <i>do not</i> build on or connect to students' prior knowledge, or the explanations given are <i>illogical or inaccurate</i> as to how the content connects to previous and future learning  OR

	Differentiates instruction to support learner development  AND Organizes instruction to ensure content is comprehensible, <i>relevant</i> , accessible, and <i>challenging</i> for all learners	development  AND Organizes instruction to ensure content is comprehensible and <i>accessible</i> for most learners	Differentiation of instruction is <i>minimal</i>  AND Organizes instruction to ensure content is <i>comprehensible</i> for some learners	Differentiation of instruction is <i>absent</i>
<b>E. Research in Lesson Planning &amp; Implementation</b> <i>CF Goal 2</i>	Connects assessment practices and instructional strategies to <b>research and/or developmental theory</b>  AND <i>Justifies the connection between theory and the selections of assessment and instruction</i>	Connects assessment practices and instructional strategies to <b>research and/or developmental theory</b>	Assessment practices and instructional strategies have <i>minimal</i> connections to <b>research or developmental theory</b>	Assessment practices and instructional strategies have <i>no connections</i> to <b>research or developmental theory</b>
<b>Instructional Delivery</b>				
<b>F. Learning Target and Directions</b> <i>CF Goal 4</i>	Articulates clear, coherent and accurate learning targets, directions and explanations throughout the lesson	Articulates an accurate learning target  AND Articulates accurate directions/explanations	Articulates an inaccurate learning target  AND/OR Articulates inaccurate directions or explanations	Does not articulate the learning target  Or Does not articulate clear directions/explanations
<b>G. Higher-Level Thought Process</b> <i>CF Goal 1, 4</i>	Implements various activities and methods including discovery that meets the individual needs of the students and encourages <i>creative, critical, and independent thought</i>	<i>Implements</i> various activities and methods, including questions and student discovery to encourage students to move beyond the facts	<i>Inconsistently</i> uses activities and methods to to move students beyond the facts	<i>Discourages</i> student discovery AND/OR students to move beyond the facts
<b>H. Checking for Understanding and Adjusting Instruction</b> <i>CF Goal 4</i>	<i>Individually checks for understanding</i>  AND Differentiates through planned and responsive <b>adjustments</b> (Whole class/ group and <i>individual students</i> )	<b>Checks for understanding</b> (whole class/group)  AND Differentiates through <b>adjustments</b> to instruction (Whole class/ group)	<i>Inconsistently checks for understanding</i>  AND Adjusts instruction accordingly, but <b>adjustments may cause additional confusion</b>	<i>Does not check for understanding</i> during lesson  OR <i>Does not make any adjustments</i> based on learners' responses
<b>I. Interactive Technology</b>	<i>Integrates, selects, adapts,</i> and uses a variety of <b>technologies</b> in developmentally appropriate avenues relevant to the learning objectives/ targets of the lesson  AND Demonstrates examples of <b>technologies</b> that: 1) convey key concepts AND 2) enable learners to demonstrate knowledge or skills AND/OR 3) <i>extend all learners' understanding of concepts</i>	Uses <b>technologies</b> in <i>developmentally appropriate</i> avenues relevant to learning objectives/ targets of the lesson  AND Includes at least one example of <b>technology</b> that 1) convey key concepts AND/OR 2) enable learners to demonstrate knowledge or skills	Uses <b>technologies relevant</b> to the learning objectives/ targets of the lesson  AND/OR Uses <b>technologies</b> to: 1) convey key concepts OR 2) enable learners to demonstrate knowledge or skills	Does not use <b>technologies</b>  OR Use of <b>technologies</b> is <i>not</i> relevant to the learning objectives/ targets of the lesson
<b>J. Safe and Respectful Learning Environment</b>	Provides an <i>accepting, safe and respectful learning environment</i> with <i>well-established and seamless</i> routines and transitions	Provides a <b>safe and respectful learning environment</b> with routines and transitions  AND	Provides a <b>safe learning environment</b> with <i>minimal</i> routines and transitions	<i>Does not</i> provide a <b>safe learning environment</b>  OR

<i>CF Goal 3</i>	<p>AND <i>Establishes and promotes</i> constructive working relationships with learners that encourage engagement, ownership and reflection on all aspects of the classrooms</p> <p>AND Uses researched-based strategies to lessen disruptive behaviors and reinforce positive behavior</p> <p>AND <i>Students are actively encouraged to take responsibility for their behavior</i></p>	<p><i>Establishes and promotes</i> constructive working relationships with learners</p> <p>AND Uses researched-based strategies to lessen disruptive behaviors and reinforce positive behavior</p>	<p>AND/OR <i>Attempts</i> to establish working relationships with learners</p> <p>AND/OR <i>Attempts</i> to use constructive strategies to lessen disruptive behaviors and reinforce positive behavior</p>	<p><i>Does not</i> establish working relationships with learners</p> <p>OR <i>Does not</i> use constructive strategies to lessen disruptive behavior or reinforce positive behavior</p>
<b>Assessment</b>				
<p><b>K. Guide Instruction</b> <i>CF Goal 4</i></p>	<p>Uses appropriate formative and summative methods to assess and differentiates for individuals and groups</p> <p>AND <i>Uses data-informed decisions (trends and patterns) to set short and long term goals and for future instruction &amp; <b>assessment</b></i></p>	<p>Uses appropriate formative and summative methods to assess and adjust for individuals or groups</p> <p>AND Uses data to design instruction and <b>assessment</b></p>	<p>Uses <i>minimal</i> methods to assess various groups</p> <p>AND/OR Uses <i>minimal</i> data to design instruction and <b>assessment</b></p>	<p><i>Does not use</i> various methods to assess</p> <p>AND/OR <i>Does not</i> use data to design instruction and <b>assessment</b></p>
<p><b>L. Feedback to Learners</b> <i>CF Goal 4</i></p>	<p>Communicates <i>explicit, individualized</i>, and descriptive <b>feedback</b> that addresses <i>both strengths</i> and needs of the learners in relation to specific learning objectives/targets using a variety of methods</p> <p>AND Provides timely <b>feedback</b>, guiding learners on <i>how to use feedback to monitor their own progress</i></p>	<p>Communicates <i>comprehensible</i> and descriptive <b>feedback</b> that addresses <i>some</i> of the needs of the learners in relation to specific learning objectives/targets</p> <p>AND Provides timely <b>feedback</b>, guiding learners with <i>support</i> to improve</p>	<p><i>Provides <b>feedback</b></i>, guiding learners with <i>minimal</i> support to improve</p> <p>OR Feedback is provided in a somewhat timely fashion</p>	<p>Does not provide <b>feedback</b>, <i>nor</i> guides learners with support to improve</p> <p>OR <b>Feedback</b> is <i>not</i> timely</p>

## **Unit Key Assessment: Student Teaching Professional Dispositions Evaluation**

*(Summative)*

**What are dispositions?** Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation and development as well as the educator's own professional growth (National Council for the Accreditation of Teacher Education).

**What else should a teacher candidate know?** It is the student teacher's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors.

REMEMBER: Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

<b>Professional Commitment and Behaviors</b>		
<b>Competency</b>	<b>MEETS (2)</b>	<b>DOES NOT MEET (0)</b>
A. Demonstrates <b>compliance with laws, regulations, and policies</b> (university, school and district) <i>CF Goal 5</i>		
B. Academic integrity is evident and consistent <i>CF Goal 1</i>		
C. Maintains appropriate confidentiality with all students, parents/caregivers, and colleagues <i>at all times CF Goal 5</i>		
D. Demonstrates honesty and ethical behavior <i>CF Goal 5</i>		
E. Participates in professional development <i>CF Goal 6</i>		
F. Dresses professionally and appropriately for the context of the practicum setting as defined by the district and university policies <i>CF Goal 1</i>		
G. Communicates appropriately with legal guardians		
H. Demonstrates punctuality and meets attendance requirements <i>CF Goal 1</i>		

<b>Item/ Standards</b>	<b>Exceeds Expectations (3 points)</b>	<b>Meets Expectations (2 points)</b>	<b>Emerging (1 point)</b>	<b>Does Not Meet Expectations (0 points)</b>
<b>I. Preparation</b> <i>CF Goal 1</i>	<b>Prepared</b> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND Materials are organized and easily accessible  AND Prepared for the unexpected and flexible	<b>Prepared</b> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND Materials are organized and easily accessible	<i>Not consistently prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND/OR Materials are not organized or easily accessible	<i>Never prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND Materials are unorganized and not easily accessible
<b>Professional Relationships</b>				
<b>J. Collaboration</b> <i>CF Goal 4</i>	<i>Demonstrates</i> productive relationships with cooperating teacher, members of the school community (other teachers, school personnel, administrators, etc.)  AND Consults with and learns from colleagues in planning and implementing instruction <sup>1</sup>	<i>Demonstrates</i> productive relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)  AND <i>Attempts</i> to consult with and learn from	<i>Does not consistently demonstrate</i> productive relationships with cooperating teacher AND/OR members of the school community	<i>Does not demonstrate</i> relationships with cooperating teacher and members of the school community

Item/ Standards	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
	AND <i>Initiates</i> interactions	colleagues in planning and implementing instruction <sup>1</sup>		
<b>K. Advocacy</b>	<i>Recognizes and articulates</i> specific areas in need of <b>advocacy</b> (e.g., technology integration, contemporary best practices, students, cultural awareness, academic literacies, professionalism, social justice)  AND Engages in actions based upon identified needs	<i>Recognizes and articulates</i> areas in need of <b>advocacy</b> (e.g., technology integration, contemporary best practices, students, cultural awareness, academic literacies, professionalism, social justice)	Recognizes the need for <b>advocacy</b> , but cannot articulate areas of need (e.g., technology integration, contemporary best practices, students, cultural awareness, academic literacies, professionalism, social justice)	<i>Does not</i> recognize areas in need of <b>advocacy</b> (e.g., technology integration, contemporary best practices, students, cultural awareness, academic literacies, professionalism, social justice)
<b>Critical Thinking and Reflective Practice</b>				
<b>L. Responds positively to constructive criticism</b> <i>CF Goal 1</i>	Is receptive to <b>feedback</b> and supervision and responds professionally  AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to make changes in teaching  AND <i>Proactively seeks feedback from other professionals in advance of and following implementation</i>	Is receptive to <b>feedback</b> and supervision and responds professionally  AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to <i>make changes in</i> teaching	Is receptive to <b>feedback</b> and supervision  AND/OR Incorporates feedback inconsistently	Is not receptive to <b>feedback</b> and supervision  AND/OR Does not incorporate feedback
<b>What went well? Areas of strength?</b>				
<b>Possible opportunities for growth</b>				

### Goals for Improvement: Pedagogy and Dispositions

Following the Three-way Midterm Evaluation between the Student Teacher<sup>i</sup>, the university supervisor, and the Cooperating Teacher<sup>ii</sup>, the Student Teacher<sup>i</sup> will identify **three** specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher<sup>i</sup>.

As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

Connection to 3-way form	Goal (must have a minimum of one goal) with Details
<i>L. Assessment: Feedback to Learners</i>	<i>I will focus on providing specific (not general) feedback to individuals and to groups – with a focus on task and process. I will focus on “quick and quiet” feedback. I will prepare feedback ahead of time using data</i>
	1.
	2.

**Comments**

### Glossary of Terms

**Academic Integrity:** Candidates maintain academic integrity by not committing academic misconduct. Academic misconduct includes (but is not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials.<sup>1</sup>

**Advocacy:** Any action within professional boundaries that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other ideas.

**Analyze:** To examine data carefully and critically in order to identify key components and potential outcomes.

**Assessment:** “Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement.”<sup>1</sup>

**Central Focus:** A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment.<sup>1</sup>

**Common Core State Standards:** A set of educational standards benchmarked to international standards for English language arts and mathematics, voluntarily adopted by states (including Ohio). “These standards are designed to ensure that learners graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and learners have a clear understanding of what is expected of them.”<sup>1</sup>

**Cooperating Teachers<sup>II</sup>:** Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.

**Developmental Theory (General):** Theories that describe the stages of development of children/adolescents (e.g., Erikson’s Theory of Psychosocial Development, Kohlberg’s Theory of Moral Development, Piaget’s Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories)

**Developmental Theory (Content-Specific):** Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next. (Stevens, Shin & Krajcik, 2009)<sup>1</sup>

**Differentiate:** “To respond to variance among learners” by modifying “content, and/or process, and/or products, and/or the learning environment” according to learners’ “readiness, interest, or learning profile.”<sup>1</sup>

**Engagement:** The degree of attention, curiosity, interest, optimism, and passion that the student teacher shows when they are preparing lessons, during the teaching of a lesson, and when reflecting on lessons. Attention refers to fully present in the moment and without distractions (e.g., texting, email)

**Fair:** When a teacher provides all learners with what they individually need to be successful learners.

**Feedback:** “Information communicated to the learner that is intended to modify the learner’s thinking or behavior for the purpose of improving learning.”<sup>1</sup>

**Formative Assessment:** “Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to improve learner achievement.”<sup>1</sup>

**Goal Setting:** When teachers identify appropriate measures of learner performance (including, but not limited to, standardized tests), in order to provide information on the learning gains of learners, and set quantifiable goals related to learner progress.<sup>1</sup>

**Individually Responsive Teaching (IRT):** Pedagogy that responds to the needs of individual learners. Characteristics may include understanding individual learning and thinking styles, positive perspectives on parents and families; communication of high expectations; learning within the context of culture; learner-centered instruction; reshaping the curriculum; and teacher as facilitator.

**Interactive Technology:** Technologies that enable learners to engage with the teacher and/or content on an individual level. Examples: SMART Boards, learner response systems (i.e., clickers), and computers, tablets, etc.

**Key Concepts:** The essential ideas of the content area/discipline.

**Learning Environment:** Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.

**Misconceptions:** “ideas that provide an incorrect understanding of such ideas, objects or events that are constructed based on a person’s experience” (Martin *et al.*, 2002).<sup>1</sup>

**Objectives/Targets:** Learner learning outcomes to be achieved by the end of the lesson or learning segment.<sup>1</sup>

**Ohio Academic Content Standards:** “Clearly defined statements and/or illustrations of what all learners, teachers, schools and districts are expected to know and be able to do,” as determined by [ODE](#).<sup>1</sup>

**Ohio Learning Standards:** Standards can include content standards, performance standards, and operating standards. **Content Standards** describe the knowledge and skills that students should attain, often called the “what” of “what students should know and be able to do.” **Performance Standards** are concrete statements of how well students must learn what is set out in the content standards, often called the “be able to do”.

Finally, **operating Standards** describe the conditions for learning.<sup>1</sup>

**Ohio Standards for the Teaching Profession:** The Educator Standards Board (ESB) was established by the Ohio General Assembly to bring standards-based reform to the educator level by defining standards for teachers and principals at all stages of their careers.<sup>1</sup>

**Ohio Teacher Evaluation System:** Ohio teacher evaluation system including measures of teacher performance on standards as well as student growth measures<sup>1</sup>

**Problem-solving:** A mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.

**Research:** “The use of rigorous, systematic, and objective methodologies to obtain reliable and valid knowledge.”<sup>1</sup>

**Self-Assessment:** Process in which learners observe, monitor, and judge their knowledge and/or behaviors, using criteria (may be teacher supplied) to determine how their knowledge and/or behaviors can be improved.

**Student Learning Objectives:** A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or subgroups of students. SLOs demonstrate teacher’s impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course.

**Student Growth Measures:** These measures can include value-added data when available, approved vendor assessments, or locally determined measures.<sup>1</sup>

**Summative Assessment:** “Assessment activities used at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met.”<sup>1</sup>

**Targets:** See definition for **objectives**.

**Value-Added:** Value-added analysis is a statistical method that helps educators measure the impact of schools and teachers have on students’ academic progress rates from year to year. All value-added measures are not the same. These are measures that provide educators with information on how they can use data to focus instruction.

### Form developed by:

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<sup>i</sup> Stanford Center for Assessment, Learning and Equity (SCALE). (2013). *edTPA world language assessment handbook*. Board of Trustees of the Leland Stanford Junior University.

<sup>i</sup> <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1696>

<sup>i</sup> Ohio Department of Education: <http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Ohios-New-Learning-Standards/Ohio-s-New-Learning-Standards-Resources/Ohio-s-New-Learning-Standards-Terminology>

<sup>i</sup> [http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Rev\\_TeachingProfession\\_aug10.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Rev_TeachingProfession_aug10.pdf.aspx)

<sup>i</sup> <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System>

<sup>i</sup> <http://www.aera.net/AboutAERA/KeyPrograms/EducationResearchandResearchPolicy/AERAOffersDefinitionofScientificalllyBasedRes/tabid/10877/Default.aspx>

<sup>i</sup> <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures>

<sup>ii</sup> Stanford Center for Assessment, Learning and Equity (SCALE). (2013). *edTPA world language assessment handbook*. Board of Trustees of the Leland Stanford Junior University.

<sup>ii</sup> <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1696>

<sup>ii</sup> Ohio Department of Education: <http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Ohios-New-Learning-Standards/Ohio-s-New-Learning-Standards-Resources/Ohio-s-New-Learning-Standards-Terminology>

<sup>ii</sup> [http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Rev\\_TeachingProfession\\_aug10.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Rev_TeachingProfession_aug10.pdf.aspx)

<sup>ii</sup> <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System>

<sup>ii</sup> <http://www.aera.net/AboutAERA/KeyPrograms/EducationResearchandResearchPolicy/AERAOffersDefinitionofScientificalllyBasedRes/tabid/10877/Default.aspx>

<sup>ii</sup> <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures>