Middle Childhood Education Department Contacts

<table>
<thead>
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<th>Title</th>
<th>email</th>
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<tbody>
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MCED Program Basics

- The licensure for middle childhood is for grades 4-9.
- Student teaching is completed in grades 4-9.
- Student teaching usually begins the 1st or 2nd week of the semester and lasts 16 weeks.
- The Ohio Department of Education requires that MCED students have two of the following curriculum concentrations: Math, Social Studies, Language Arts or Science.
- Students must successfully complete student teaching in both areas of their concentrations.
- All students are required to complete courses in Reading and must incorporate it into one of their concentrations, if they do not have a concentration in Language Arts.

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Policies and Procedures During Student Teaching

*Alcohol and Drug Abuse.* Any indication of drug and/or alcohol use will result in removal from the school. Strong
indications of cigarette, cigar or pipe use, cologne, after shave or perfumes may be offensive to colleagues and students in schools.

**Attendance/Time Commitment.** It is expected that a student teacher will follow the cooperating teacher’s scheduled work day and be actively engaged during the required number of weeks as determined by the program area and the published schedule by the Office of Student Teaching and Field Experience. Professional obligations may require the student teacher to work beyond the scheduled work day.

Student teaching is a full-time professional commitment. Other commitments and obligations should be reduced to a minimum during this time. Student teaching duties must be given first priority. The student teacher is required to follow the calendar of the school where assigned (i.e., spring vacation and other days off are not necessarily the same as the University’s calendar). Inquiry/Seminar classes follow the university calendar for both scheduled and unscheduled breaks (e.g. snow day) in the school calendar.

In case of illness and/or emergency, the student teacher must contact the cooperating teacher immediately, and the university supervisor must be notified, whether an observation is planned or not. Lesson plans must be available for the cooperating teacher even on the days of absences. Any illness in excess of three consecutive days must be documented by a written excuse from a doctor.

In addition, for any absence, the student teacher must complete an Absentee Form provided by their university supervisor (see sample in “Forms Section”) stating the reason for the absence. The form must be signed by the cooperating teacher, the student teacher, and the university supervisor. The university supervisor will return this form to the Office of Student Teaching and Field Experience at the end of the semester.

Absences will affect the continuity of the student teaching experience and could result in an extension of the experience or unsatisfactory rating of student teaching. All final decisions will be at the discretion of the Office of Student Teaching and Field Experience in consultation with the program coordinator and/or program area faculty.

**Calamity Days/Inclement Weather.** While student teaching, if school is closed due to inclement weather conditions, natural disasters, power outages, structural damages, or other emergency, student teachers are not required to make up the time unless it affects spring break or winter break. If the school cancels its spring/winter break and teachers must report that week, then the student teacher will need to report to the site also.

Student teachers are not to call the school to ask if school is in session. All of the school districts will report their closing over radio and television stations (or on their websites) and student teachers are expected to locate school closing information at the appropriate station. Additionally, it is important that a phone call list be established with the teacher(s) and the university supervisor in the event that student teachers are not to report to schools.

Because of contractual obligations or other special conditions, cooperating teachers (of the participating schools) may be required to report to school even though their students do not. If this situation exists, student teachers also will report since they are required to follow the cooperating teachers’ schedules.

**Conflicts Between School Districts and Their Teachers/Staff.** Because student teachers in the state of Ohio do not have the legal status of certificated or licensed personnel and because their proper role is that of learner, not substitutes for personnel, the student teacher should not report for duty or be in or near the building of assignment in the event of strike or work stoppages. Should any of these events occur, the student teacher is to immediately telephone his or her university supervisor.

In the event that the school to which the student teacher is assigned is subject to a jurisdictional dispute between a teacher’s association and the school district, student teachers will assume a position of neutrality. The student teacher is to remain away from the placement site and not participate in either side of the dispute.

**Corporal Punishment.** Student teachers in the state of Ohio do not have the legal status of certificated personnel. A student teacher is NEVER to administer corporal punishment as a means of discipline.
Documentation. If student teachers need to document students’ work (i.e., photographs, videotapes, audio tapes, etc.), the sample form in the “Forms Section” *(Permission for Photographs/Videotapes/Audiotapes of Children)* or the form that the district provides should be used. When reviewing student records and/or IEPs, student teachers must adhere to professional ethics on confidentiality.


Health-Related Issues. Issues relating to the health of student teachers and/or students in classrooms will be handled on an individual basis.

Liability Insurance. The university provides liability insurance coverage for all KSU students, and this coverage extends to student teachers in northeast Ohio and within the 50 states. Additional coverage can be obtained through student education associations such as KSEA (Kent Student Education Association). Liability coverage begins prior to the official start date of the semester through the last day of classes ONLY if student is registered for the Student Teaching course.

Medications. Student teachers are NOT permitted to administer medications to students.

Obligations Beyond Student Teaching. Outside obligations such as jobs, family obligations or coursework cannot be used as an excuse for marginal or unsatisfactory performance during the student teaching experience. Student teachers are not permitted to take other coursework during student teaching (except for Inquiry Into Professional Practice) unless they have special permission from a faculty advisor. The student teaching experience should be considered as a ‘full time job’ that requires the full commitment and professional dedication of our students. Additionally, the OBR/ODHE interpretation of OAC 3301-24-03 (C)(8) is that students should not expect to be employed, nor compensated, by any other agency or institution during the scheduled hours of their placement. Opportunities for employment outside of the regularly scheduled school day (i.e. Coach or Advisor) may be permitted.

Professional Conduct and Appearance. The teaching profession requires that its members possess high standards of personal conduct and a neat personal appearance. Student teachers should follow the standards of professional conduct and the personal appearance standards as specified by the placement site’s teacher handbook or by the administrator in charge.

The school staff handbook often address length and style of hair, beards and moustaches, piercings, style of dress, tattoos and length of skirts. If student teachers feel the standards asked of them are unreasonable and are unable to conform to these standards, please consult with your university supervisor or the Coordinator of Student Teaching and Field Experience before taking issue with the administrators in the assigned building. Program areas may also have specific guidelines to follow. Be advised that items posted on the Internet, including social networking sites, even when removed by the person who posted it, may be able to be accessed by employers, students, and parents now or in the future.

School Policies. School policies may vary from school to school. Upon arriving at the school assignment, the student teacher should immediately become familiar with school policies (zero tolerance, suspected child abuse or neglect, incident reporting, universal health precautions, cell phones, text messaging, social networking, etc.), regulations and physical facilities of that school. The cooperating teacher or building administrator should help student teachers with this orientation to the school. Some districts may require TB tests or passage of the Ohio Educator Assessment (OAE) content area test prior to the beginning of the student teaching experience.

Substitute Teaching. Student teachers are not permitted to be regularly employed or compensated as Aides, Tutors or Subs. Consideration for “subbing” may occur if they have met the following criteria:
- Successful completion of the student teaching semester and a letter of completion from the Vacca Office of Student Services (304 White Hall). This letter will be issued at a student teacher’s request after grades are posted AND the student has completed the licensure pre-application process, and satisfied all other requirements as outlined in the procedures found in the Student Portal https://stuportal.ehhs.kent.edu.

- Eligible to receive a Resident Educator teaching license from the State of Ohio.

Situations may arise in which the cooperating teacher to whom a student teacher is assigned may become ill or have an emergency for a portion of the day. In a situation of this type, it is reasonable for the principal to ask the student teacher to assume direction of the class for a portion of the day if he/she judges that the student teacher is capable of carrying out this responsibility. Under these circumstances, either the principal or another certified staff member must assume the supervisory responsibility and/or periodically check with the student teacher during that day. If a student teacher is requested to substitute teach beyond a partial day, then he/she must decline. If there is any question about this policy, the principal should call the Office of Student Teaching and Field Experience (330-244-3334) for clarification.

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### Phasing In/Out of Student Teacher

**Suggested Progression of Student Teacher’s Role**

**week-by-week**

<table>
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<tr>
<th>Week</th>
<th>Who is “in charge?”</th>
<th>What does this week “look” like?</th>
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| **Week 1** | Cooperating Teacher          | ST is observing  
Sprinkling in where applicable                                                              |
| **Week 2** | Cooperating Teacher & ST     | Co-teaching method  
Cooperating teacher still writes plans  
ST slowly gains confidence and control of classroom by end of week, still not writing lesson plans  
Possibly taking over a few classes as the end of the week approaches |
| **Week 3-4** | Student Teacher--mostly      | Not experts, but beginning to write lesson plans  
CT still providing assessments and other various materials  
ST handles classroom “time”--behaviors, student questions, etc.  
CT provides feedback during breaks, between classes, etc. |
| **Week 5-7** | Student Teacher              | Writing lesson plans  
Creating assessments                                                                                               |
| **Week 8**   | Cooperating Teacher and Student | Phasing out of ST                                                                                                                                 |
### How Do I Successfully Mentor A Student Teacher?

<table>
<thead>
<tr>
<th>Areas for a successful mentoring experience:</th>
<th>10. Inform and invite principals and other administrative staff to special activities performed in my classroom.</th>
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<tbody>
<tr>
<td>1. Give teacher candidates use of a computer with access codes for grades, attendance, copy, etc.</td>
<td>11. Invite TC to parent/teacher conferences and discuss my expectations for their role during conferences.</td>
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<tr>
<td>2. Create a “professional space” for the teacher candidate.</td>
<td>12. Monitor and discuss the lessons taught in my classroom and set aside time to conference with the TC.</td>
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<tr>
<td>3. Provide the TC with a copy of the standards used for planning, texts, teacher manuals and other relevant classroom materials.</td>
<td>13. Provide positive feedback and constructive criticism.</td>
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<tr>
<td>4. Maintains open communication between myself, the TC and the University Supervisor.</td>
<td>14. If situations arise, please DO NOT wait to contact the Supervisor and/or MCED staff (Rebecca Haas).</td>
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<tr>
<td>5. Provide clear professional and instructional expectations to my TC.</td>
<td>15. Ask the TC for his/her self-assessment of lesson/observation before discussing your points.</td>
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<tr>
<td>6. Reviewed IEPs and/or 504s with TC and given them copies.</td>
<td>16. Encourage the TC to plan activities which promote higher levels of thinking, problem-solving and decision-making skills.</td>
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</table>
7. Discussed how you handle discipline and classroom management. Allow TC to develop own (if applicable)

8. Encourage exploration and initiation of new ideas.

9. Be a coach, not a judge.

17. Develop positive action plans, if needed.

Reminders:

● You are still liable for the safety and activity in your classroom. You can **NOT** leave the school building during the time the student teacher is in the classroom.

● If the cooperating teacher is absent, a sub must be hired. It is **ILLEGAL** for our students to sub during their student teaching experience.

● It is expected that the cooperating teacher will communicate with the student teacher their protocols for substitute teachers.

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KENT STATE UNIVERSITY STARK

CONFERENCING WITH THE TEACHER CANDIDATE

~Planning for the Appraisal Interview~

The appraisal interview is one of the most important elements of the evaluation process. The purpose of the interview is to review performance and let people know how they are doing. You can improve the effectiveness of the interview by adhering to the following guidelines:

● select a quiet, comfortable and appropriate location
● plan to avoid interruptions
● allow ample time for the discussion
● put the person at ease
conduct the interview in a positive manner
ask teacher candidate for his/her self-assessment first
keep the interview performance oriented
encourage the person to talk
listen carefully
avoid the defensive
respond to objections, problems and disagreements
concentrate on facts
be honest
be a coach, not a judge
place emphasis on positive reinforcement
develop positive action plans
end the interview on a positive and supportive basis

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EdTPA-Brief Introduction

What the student teachers will be expected to do to complete the portfolio:

1. Describe the setting (Context Statement)
2. Plan a series of 3 – 5 lessons. 3 lessons are suggested. (Planning Commentary)
3. Video the lessons as they are taught. (Instructional Commentary and Video)
4. Assess students on learning goals from the 3 – 5 lessons AND provide feedback. (Assessment Commentary)
5. Reflect on the learning series
6. Discuss how academic language is used
### How the cooperating teacher can help:

1. Guide the ST in choosing the class period to video and discuss.
2. Guide the ST in choosing the series of lessons. The ST will need to plan, teach and assess during the first 8 weeks. We suggest this take place during the 5^{th}, 6^{th} or 7^{th} week.
3. Help the ST with the video portion. Where to place the camera or carry the camera around to show groups working.
4. Guide the ST in matching the assessment with the learning goals of the lesson series. The assessment has to be delivered during the 3 – 5 lessons. ST will need to have data that shows learning so pre/post assessments or assessments with rubrics are useful.
5. Remind ST to provide written feedback on the assessments – AND – make copies. The ST will protect the names of the students and use 3 of the assessments as examples for reflecting on the lesson series.