

THE OHIO STATE UNIVERSITY



**COLLEGE OF EDUCATION
SCHOOL OF TEACHING AND LEARNING
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**MIDDLE CHILDHOOD EDUCATION
MASTERS OF EDUCATION (M.Ed.) PROGRAM
2009-2010 HANDBOOK**

TABLE OF CONTENTS

Preface

Vision and Mission Statement	1
Institutional Standards/Candidate Proficiencies	3

Program Description

The Middle Childhood Education M.Ed. Program Overview	7
Organization of People and Roles	8
Program Course Sequence	10
Planned Field Experience	12
Field Experiences by Quarter	13
The Ohio State University Professional Behavior Policy Statement	19
Grading Policy	20

Forms

Time Sheet	
Mentor Teacher Evaluative Form	
Candidate Field Observation Form	
Scoring & Mid-Quarter Evaluation Form	
End of Quarter Evaluation form	
Sample NCATE Form	
Lesson Plan Template	
Principles for Planning	

PREFACE

**Middle Childhood Education
Master of Education Program
Mission Statement**

Our mission is to prepare professionals who possess the knowledge, skills, and dispositions to interpret and construct learning environments in ways that are critical, engaging, culturally responsive, and anti-oppressive. Faculty, program managers, mentor teachers, school administrators, and graduate associates are committed to ongoing communication, collaboration, and research that will support professional relationships with school communities and improve conditions for teaching and learning in middle level classrooms. In particular, the MCE program is committed to building relationships and improving conditions for teaching and learning within urban educational settings.

**National Middle School Association
Mission Statement and Goals**

Adopted by NMSA's Board of Trustees – June 2004

Mission Statement:

National Middle School Association is dedicated to improving the educational experiences of young adolescents by providing vision, knowledge, and resources to all who serve them in order to develop healthy, productive, and ethical citizens.

Middle Childhood Educators' Knowledge, Skills, and Dispositions

Middle level educators should demonstrate knowledge within several important areas. These areas include: (1) content knowledge of their Areas of Concentration; (2) effective pedagogies for their Areas of Concentration including content integration; (3) rationale, theories, and methods for classroom inquiry; (4) issues of equity and diversity; (5) ways of teaching for social justice; (6) importance of reflective and flexible practice; (7) alignment of curriculum, instruction, and assessment; (8) teaching in a technology-rich environment; and (9) creating a democratic learning environment.

Learning and learners thrive as educators develop commitments to understand and sustain positive, equitable relationships with colleagues, students, and community members.

Learning and teaching that engages all children requires personal, intellectual, and political commitments to democratic ideals of equity and social justice.

Coursework grounded in contemporary theories of cultural relevance, constructivism, sociocultural learning, and cross-disciplinary study support engagement and equity in educational settings.

Approaching to curricular planning that begins with students' knowledge, interests, and experiences.

Understanding and upholding standards of professional ethics.

Program Features

Multiple, sustained experiences in varying educational settings with a focus on urban settings.

Coursework and field experiences developed in relation with national and state curriculum standards for each discipline (i.e., NCSS, NCTE/IRA, NCTM, NRC) for teacher education, and for Middle Level Education (NSMA).

Literacy courses for all students that address the demands of reading, writing, and curricular development across the content fields.

Engagement with the questions and issues that young people face in ways that are attentive to issues of transition from elementary to middle school and to definitions of adolescence in schools and communities.

Institutional Standards/Candidate Proficiencies

1.0 Commitment to Knowledge of Content/Field Learning

Candidates for initial and continuing teacher preparation and for other school roles shall:

- 1.1 know the subject matter they plan to teach and/or understand the fields of learning in which they plan to perform other professional school roles; and
- 1.2 explain the principles and concepts of their subject matter and/or their fields of learning, as delineated in respective professional and state standards.

2.0 Commitment to Diversity, Equity, and Efficacy

Candidates for initial and continuing teacher preparation and for other professional school roles shall:

- 2.1 demonstrate knowledge of, and the skills to build upon, how all students develop and learn to be successful in school and life; and:
- 2.2 demonstrate knowledge about the impact that social, historical, and philosophical foundations have on the affective and cognitive development and learning of all students

3.0 Commitment to Diversity, Equity, and Efficacy

Candidates for initial and continuing teacher preparation and for other professional school roles shall:

- 3.1 analyze the policy context of schools and demonstrate knowledge of, and respond to, the cultural, economic, ethical, legal, and political issues surrounding diversity, equity, and efficacy in terms of student learning:
- 3.2 integrate knowledge, skills, and dispositions related to diversity across the curriculum, instruction, assessment, and student services:
- 3.3 promote culturally-responsive teaching and services for all students; and:
- 3.4 demonstrate knowledge of the diversity of students, families, and communities, and effectively transfer this understanding and their appreciation of diversity to others

4.0 Commitment of Technology

Candidates for initial and continuing teacher preparation and
For other professional school roles shall:

- 4.1 integrate knowledge, skills, and dispositions related to educational technology and information literacy across curriculum, instruction, assessment, and student services;
- 4.2 facilitate and/or support the learning of all students, especially related to student academic content standards, through the effective integration of educational technology and information literacy;
- 4.3 use and/or support instructional technologies appropriate to content being taught; and:
- 4.4 apply and support technologies for classroom and school operational purposes and problem solving

5.0 Commitment to Conducive Environment

Candidates for initial and continuing teacher preparation and other professional school roles shall:

- 5.1 create learning environments that are safe and encourage active inquiry, collaboration, supportive interaction, fairness, consistent standards of behavior, and self-motivation for all students;
- 5.2 foster relationships with the school community to create a shared vision focused on student development and learning; and:
- 5.3 create an environment that allows for ongoing and appropriate communication and rapport with students, colleagues, parents, guardians, and the school community in order to support student development and learning

6.0 Commitment to Knowledge of Pedagogy and Differentiated Instruction and Student Service

Candidates for initial and continuing teacher preparation and for other professional school roles shall:

- 6.1 demonstrate their knowledge of, and apply and/or support, research-based differentiated instructional strategies that draw upon subject matter and pedagogical content knowledge and skills to help and/or support the achievement of all students;
- 6.2 demonstrate their knowledge of content; the school, the family, and community contexts in which they will work; the developmental levels and prior background knowledge and experiences of students; and state and district academic content standards to design meaningful learning experiences to help and/or support the achievement of all students;

- 6.3 engage students in productive and collaborative interactions, and in diverse and integrated learning processes that help and/or support the achievement of all students;
- 6.4 facilitate and/or support student learning of the subject matter through the articulation of clear learning goals and instructional procedures, and the presentation of the content in meaningful and comprehensible ways;
- 6.5 possess the professional knowledge and skills to provide and/or support differentiated services to all students;
- 6.6 create and select appropriate assessment strategies aligned with stated goals for the affective and cognitive development and learning of all students;
- 6.7 collect, summarize, analyze, and use information from multiple data sources to make decisions in addressing individual student needs, planning future instruction, developing meaningful learning experiences, evaluating instructional materials, and/or providing student services; and:
- 6.8 have a positive effect on the learning of all students

7.0 Commitment to Reflection and High Quality Professional Development

Candidates for initial and continuing teacher preparation and for other professional school roles shall:

- 7.1 use research and data to advance the quality of their own knowledge and the effectiveness of their own professional practice, and that of their colleagues, in terms of student growth and achievement.
- 7.2 develop relationships with colleagues in order to design, implement, and evaluate initiatives aligned with diverse needs of learners

8.0 Commitment to Professional Dispositions

Candidates for initial and continuing teacher preparation and for other professional school roles shall demonstrate:

- 8.1 an appreciation for the subject matter they plan to teach and/or the fields of learning in which they plan to perform other professional school roles;
- 8.2 an appreciation for the impact that the subject matter they plan to teach and/or the fields of learning in which they plan to perform other professional school roles has on current society and culture;

- 8.3 an appreciation for the impact that social, historical, and philosophical foundations have on the affective and cognitive development and learning of all students;
- 8.4 an appreciation for the diversity and the worth of students, families and communities, and cultures and backgrounds across ethnic groups, genders, disabilities, and socioeconomic levels;
- 8.5 a belief that all students can learn and meet reasonable standards and expectations;
- 8.6 a willingness to use multiple data sources to drive decisions about student learning and/or student services across all PK – 12 school age and demographic groups; and:
- 8.7 a willingness to study the best and most promising professional practices that impact student learning

PROGRAM DESCRIPTION

The Middle Childhood Education M.Ed. Program Overview

The Middle Childhood Education M.Ed. Program at The Ohio State University grew from the licensure requirements mandated by the State of Ohio and the recognition of the unique needs of pre- and early adolescents by the educational community. Education of students at this level requires educators who understand the learner; have the requisite knowledge, attitudes, skills, dispositions, and enthusiasm for working with this age group; and have a strong commitment in making middle level schools excellent learning sites for these young people. This program provides the preparation of preservice teachers for teaching students in grades 4-9. While this is a wide range for the learner, both chronologically and developmentally, the Middle Childhood Education M.Ed. program provides the opportunities for graduate students to excel in the requisite content, pedagogy, theory, and practice needed to become a qualified middle level educator at each of these levels.

All students accepted into the Middle Childhood Education M.Ed Program have attained an undergraduate degree. At the present time, the program is a five-quarter, full-time program, beginning with summer term and culminating with a Capstone experience the following summer term. Students interested in middle childhood education must choose two of the following subject areas in which they wish to teach and complete specific coursework for each:

- Mathematics
- Reading & Language Arts
- Science
- Social Studies

The Middle Childhood Education M.Ed. Program is set up as a cohort program, whereby the candidates enter and complete the program with the same collegial group. These students take most of their education classes together, meet weekly for unifying seminars, and often share field sites. This supportive network encourages professional collegiality, an environment conducive to inquiry, and a community of learners. Support is also given to the cohort throughout the year by the OSU Faculty, Field Supervisors, Mentor Teachers, and Administrators.

Organization of People and Roles

The following is an explanation of the organization of people and roles in the M.Ed. Middle Childhood Education program:

DR. ADRIENNE D. DIXSON – FACULTY COORDINATOR FOR THE MIDDLE CHILDHOOD EDUCATION M.Ed.

- Schedules all courses across all program areas and two schools: the School of Teaching and Learning and the School of Policy and Leadership
- Communicates with faculty and advisors in the College of Arts and Sciences, Math and Physical Sciences, and Behavioral and Social Sciences
- Helps individual students with their scheduling, petitions, and questions about coursework
- Organizes and presents an orientation to the program
- Supports the Program Manager
- Communicates with students during seminars
- Communicates with Field Supervisors
- Organizes meetings with mentor teachers and faculty
- Dr. Dixson can be reached at: dixson.1@osu.edu

MRS. RUBY BELL-JACKSON – PROGRAM MANAGER FOR MIDDLE CHILDHOOD EDUCATION M.Ed.

- Works closely with all members of the faculty to facilitate communication among candidates, mentor teachers, supervisors, and faculty
- Works with school districts to make appropriate field placements for students
- Organizes and conduct a weekly seminar for M.Ed. students
- Organizes meetings and professional development opportunities for mentor teachers
- Communicates weekly with supervisors
- Oversees the collection and evaluation of data
- Mrs. Bell-Jackson can be reached at: jackson.1936@osu.edu

MR. CORY BROWN – ASSISTANT PROGRAM MANAGER FOR MIDDLE CHILDHOOD EDUCATION M.Ed.

- Works closely with Dr. Dixson and Mrs. Bell-Jackson to facilitate communication among candidates, mentor teachers, supervisors, and faculty
- Works with Mrs. Bell-Jackson to organize field placements for students
- Works with Mrs. Bell-Jackson to organize weekly seminars for M.Ed. students
- Works with Mrs. Bell-Jackson to organize meetings and professional development opportunities for mentor teachers
- Works with Mrs. Bell-Jackson to communicate weekly with supervisors
- Works with Mrs. Bell-Jackson on the collection and evaluation of data
- Mr. Brown can be reached at: brown.2903@osu.edu

YOLANDA KELLY – DIRECTOR OF ACADEMIC SERVICES

- Yolanda Kelly is the Director of Academic Services in 227 Arps Hall
- She handles questions of course pre-requisites, course scheduling, transfer credit, graduation, and along with CHRISTY RHOADES in 185 Arps, issues of licensure
- Yolanda Kelly can be reached by appointment and by email at: YKelly@ehe.ohio-state.edu

CHRISTY RHOADES – LICENSURE AND CERTIFICATION

- Christi Rhoades is the director of licensure services
- Christi Rhoades can be reached at: rhoads.1@osu.edu

JOGY DAS- NCATE

- Jogy Das is the manager of quality data reporting and coordinates all NCATE forms.
- Jogy Das can be reached at: das.1@osu.edu

UNIVERSITY SUPERVISORS

- A University Supervisor is assigned to each Middle Childhood M.Ed. student for purposes of field placements
- These supervisors are a diverse group of doctoral students who have demonstrated expertise in classroom pedagogy and practice
- All have a minimum of three years teaching experience
- All go through supervision training at the beginning of the academic year, and meet once a week with the Middle Childhood Program Manager for support, reflection, and on-going training
- The University Supervisor acts as a liaison between the school districts, The Ohio State University, and the Middle Childhood M.Ed. students

DR. REBECCA KANTOR – SCHOOL DIRECTOR, SCHOOL OF TEACHING AND LEARNING

- Oversees all the programs in the School of Teaching and Learning
- Rebecca Kantor can be reached at: kantor-martin.1@osu.edu

Program Course Outline

MCE <i>Pre-Term SU 09</i>	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-3:48	T&L 815.20	T&L 815.20	T&L 815.20	T&L 815.20	T&L 815.20
MCE <i>SU 09 1st Term</i>					
9:30 – 11:48	T&L 601.20	T&L 601.20	T&L 601.20	T&L 601.20	T&L 601.20
MCE <i>AU 09</i>					
9-10:00	T&L 884.20 Field- Internship	T&L 884.20 Field- Internship	T&L 886.20 Field-Seminar		T&L 884.20 Field- Internship
10-12:18	BEGINS 2 days before school year and ENDS last day AU quarter <i>(Follow building time schedule)</i>		T&L 853.20 Critical Reading in the Content Areas	T&L 809.20 Inclusion	
1-3:18			T&L 709.20 Math Methods	T&L 731.20 Science Methods	
4:30-6:48			T&L 739.20 Literacy Evaluation	T&L 738.20 Social Studies Methods (4-6:18)	
MCE <i>WI 10</i>					
9:30-11:48	T&L 884.20 Field- Internship	T&L 884.20 Field- Internship	T&L 706.20 Language Arts Methods	T&L 886.20 Field-Seminar (9:30-10:48)	T&L 884.20 Field- Internship
1-3:18	<i>(Follow building time schedule)</i>		T&L 854.20 Reading in the Social Setting	T&L Social Studies Methods II	
4:30-6:48	P&L 791.20 Media and Technology Lab (4:30- 5:30)		T&L 719 Science Methods II	T&L 718 Math Methods II	
6-8:18	P&L 791.20 Media and Technology in Middle Childhood				

MCE SP 10	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-4:00	T&L 885.20 Internship	T&L 885.20 Internship	T&L 885.20 Internship	T&L 885.20 Internship	T&L 885.20 Internship
4:30-6:18	Seminar				

Capstone Seminar (T&L 926.20): TBD

PLANNED FIELD EXPERIENCE

Summer Internship- Middle School

Dates: August 24, 2009– September, 11, 2009 (M-F fulltime)

OSU Student: Work with individual students, small groups, and assist mentor teacher with beginning of the year activities, planning and delivery of instruction.

Mentor Teacher: Observe student and provide daily feedback (written or verbal); assist student with understanding philosophy of building and how community and expectations are established.

Fall Internship- Elementary School

Dates: September 14 - September 23, 2009 (M-F fulltime)

And

September 25 - December 5, 2009 (Mon/Tue/Fri)

Immersion Week: November 9-13, 2009 (M-F fulltime)

OSU Student: Work with individual students, small groups, and assist mentor teacher with planning and delivery of instruction. **During Immersion Week, the University Supervisor must observe you as the lead teacher.** You must teach each day during Immersion week in November and at least 3 lessons during October–December.

Mentor Teacher: Observe student and provide daily feedback (written or verbal), attend 2 three-way conferences with University Supervisor and OSU student, and complete 2 evaluation forms.

Winter Advanced Internship- Middle School

Dates: February 8- February 12, 2010 (M-F) – Immersion experience

January 4 – March 12, 2010 (Mon/Tues/Fri)

OSU Student: Work with individual students, small groups, teach 10 lessons, and assist mentor teacher with planning and delivery of instruction. **During Immersion Week, the University Supervisor must observe you as the lead teacher.** You must teach each day during Immersion week in February and at least 3 lessons during January-March.

Mentor Teacher: Observe student and provide daily feedback (written or verbal), attend 2 three-way conferences with University Supervisor and OSU student, complete 2 evaluation forms, and complete an on-line NCATE assessment form.

Spring Professional Internship- Middle School

Dates: March 15 – June 3, 2010 (Student teaching – full-time)

OSU Student: Responsible for planning and teaching, as well as all other aspects of mentor teacher's duties.

Mentor Teacher: Observe student and provide daily feedback (written or verbal), attend one, three-way conferences with University Supervisor and OSU student, complete 2 evaluation forms, and complete an on-line NCATE assessment form.

Autumn Quarter Internship

This experience begins the first week of school and extends through finals week of the OSU autumn term (August 24, 2009- December 5, 2009). This internship is a combination of observation, participation, and teaching. As the candidates become familiar with effective pedagogical strategies in their content areas, they will participate in more complex ways with students in their placement. Working with individual students and small groups must lead to teaching whole-class lessons.

The candidate is responsible for being at their field site a minimum of 18 hours per week once autumn quarter courses begin. All hours must be documented.

The following are M.Ed. candidate requirements for this field placement:

- Accomplish various tasks and assignments as assigned by university methods instructors;
- Attend weekly seminar on campus and/or with their University Supervisor;
- Provide placement schedule to University Supervisor
- Work with individual students and small groups; Co-plan & teach as many additional whole-class lessons (using mentor's plans or plans pre-approved by mentor and supervisor) as deemed appropriate by the mentor, candidate, and the University Supervisor;
- Immersion week **November 9-13 2009:** Teach a one lesson per day with required lesson plans;
- Complete weekly reflective journal based on classroom experience and practice;
- Maintain and organize a notebook with all lesson plans, observation papers, reflective journals, notes, class schedules, and class rosters readily available for the mentor teacher and University Supervisor;
- Complete all forms required by the University Supervisors or Program personnel
- Attend one parent-teacher conference, one PTA/PTO/parent meeting or other community-based/interactive program at your placement site;
- Observe two additional building teachers (reflect on observations in your reflective journal).

Please note that all lesson plans created by the candidate must adhere to the template found in this handbook. Candidates will be allowed to include additional information to meet district or building requirements, but they may not delete information from the template.

The mentor teachers' responsibilities are to:

- Provide a safe and comfortable environment that promotes professional growth;

- Meet with the candidate on a regular basis to debrief and reflect on what the student is experiencing;
- Give feedback to the candidate on a regular basis—this feedback may be informal through discussions, responses to materials in student notebooks, and email messages or it may be more formalized as evaluations required through out the quarter ;
- Address any issues of concern that arise with the candidate and with the University Supervisor;
- Review and provide feedback on any lesson plans before they are taught;
- Periodically check the candidates’ notebook for content—comments are expected on a regular basis;
- Meet with the intern and University Supervisor as appropriate to discuss assessment and evaluation forms, including two evaluative 3-way conferences.

The University Supervisors’ responsibilities are to:

- Provide written feedback from 1 hour observation to occur 5 times during the quarter (one must be during immersion week);
- Assist candidates’ in locating resources for planning and implementing lessons;
- Check candidates’ notebooks for time sheet, reflection logs, planning documents, and other course related materials;
- Respond to candidates weekly reflection logs and discuss themes or issues with them during seminar;
- Address any issues of concern that arise with the student and mentor teacher;
- Review and provide feedback on any lesson plans before they are taught;
- Meet with the candidate and mentor as appropriate to discuss assessment and evaluation forms, including two evaluative 3-way conferences;
- Communicate with mentor teacher on weekly basis

Dates to remember:

TBA October 2009 Mid-quarter conference (have forms completed before conference)
 TBA December 2009 End-of-quarter conference (have forms completed before conference)

Winter Quarter Advanced Internship

The winter field experience builds upon the candidate’s progress during their primary placement Autumn Quarter. By this time, the candidate has the appropriate pedagogy and methods instruction to continue teaching whole class lessons. They are still engaged in planning, lesson refinement, and issues of classroom management, so opportunities to explore these areas are encouraged. After this planned field experience and clinical, the candidate should be at a point where he or she can move smoothly into their student teaching experience with little transition.

The following are M.Ed. candidate’ requirements for this advanced internship:

- Immersion week February 8-12 2010;
- Work with individuals, small groups, and utilize whole class instruction;

- Teach a minimum of one lesson per week – from the mentors’ lesson plans or from candidate’s plans (all candidates must use template in this handbook for lesson plans);
- Complete weekly reflective journals;
- Maintain a notebook with all required materials for viewing by the mentor teacher and University Supervisor (as in autumn quarter);
- Complete the required forms for winter quarter;
- Accomplish various assignments and tasks as assigned by University Faculty;
- Attend weekly seminars on campus or at school site;
- Attend one parent/teacher conference, one PTA/PTO/parent meeting or other community-based/interactive program (can include a sports activity) at your placement site;
- Observe two additional building teachers and reflect on experience in reflective log

The mentor teachers’ responsibilities are to:

- Provide a safe and comfortable environment that promotes professional growth;
- Meet with the candidate during the first week to discuss expectations and establish a line of communication;
- Meet with the candidate on a regular basis to debrief and reflect on what the student is experiencing;
- Give feedback to the candidate on a regular basis, both oral and written;
- Periodically check the candidates’ notebook (comments encouraged);
- Address any issues of concern that arise with the student and with the University Supervisor (at the time the concern arises);
- Check all lesson plans before they are taught;
- Conference with the candidate (and University Supervisor as appropriate) to discuss assessment and evaluation forms, including two evaluative 3-way conferences;
- Complete NCATE assessment forms by week 8 of the quarter

The University Supervisors’ responsibilities are to:

- Provide written feedback for seven, one hour observations;
- Assist candidates’ in locating resources for planning and implementing lessons;
- Check candidates’ notebooks for time sheet, reflection logs, planning documents, and other course related materials;
- Respond to candidates weekly reflection logs and discuss themes or issues with them during seminar;
- Address any issues of concern that arise with the student and mentor teacher;
- Review and provide feedback on any lesson plans before they are taught;
- Meet with the intern and mentor as appropriate to discuss assessment and evaluation forms, including two evaluative 3-way conferences;
- Communicate with mentor teacher on weekly
- Complete NCATE assessment forms by week 9 of the quarter

Dates to remember:

TBA February 2010	Mid-quarter conference (have forms completed before conference)
TBA March 2010	NCATE evaluation forms (complete on-line)
TBA March 2010	End-of-quarter conference (have forms completed before conference)

Spring Quarter Professional Internship

This is the culminating experience in the M.Ed. Middle Childhood student's fieldwork. This experience provides the M.Ed. student with the opportunity to experience the job of a full-time teacher, while still having the safety net and support of a mentor teacher and University Supervisor. As such, the candidate needs to perform the duties and have the responsibilities of a teacher for 12 weeks. This includes taking attendance and other clerical duties of a teacher, being prompt, showing professionalism at all times, and demonstrating a positive work ethic. The first and last weeks should be ones of transition between the regular classroom teacher and candidate. The candidates are still learning, and as such, need the advice, support, and expertise of the mentors at all times. Therefore, it is not good practice educationally nor legally to leave candidates alone with students in a classroom, especially for long periods of time.

Lesson plans are to be given to the mentor teacher several days before the lesson is taught. You must use the template found in this handbook for your lesson plans (you may add to it, but not delete from it). A good rule is that all plans for the week should be given to the mentor teacher on Thursday for the following week. That way, feedback can be given and the candidate has the weekend to correct or refine the plans. All plans need to be in the candidates' notebook at all times. This notebook stays in the classroom. There will be a required midterm and final 3-way evaluative conference during this advanced internship experience.

The following are M.Ed candidate requirements for this professional internship experience:

- Candidates will participate daily and actively in the instructional process of the middle childhood classroom. Students will report to their assigned mentor teacher(s) and will follow the designated school schedule as fulltime participants.
- Candidates are to function as learning professionals, participating in all the tasks and duties of a regular classroom teacher. They are to assume all duties relevant to curriculum, instruction, and assessment as it relates to their content area(s). This is to be accomplished with the help and support of their mentor teachers(s) and Ohio State University personnel as appropriate. Please note that it is not acceptable to miss a day at your placement to due to interview scheduling.
- Candidates will continue to develop and articulate a personal philosophy of teaching in the middle childhood classroom.
- As a continuing part of this internship, candidates will maintain a notebook - accessible at all times to all participating parties - containing lesson plans, reflective logs, daily and weekly schedules, student assessments and grades, and any other pertinent information.
- The daily reflective journal will focus around their classroom experiences. One journal is due each week.
- The mentor teacher must approve all lesson plans at least 2 days ahead (and the University supervisor when deemed necessary).
- Candidates will observe and describe the learning environment related to a variety of topics such as instructional strategies, classroom management strategies, assessment strategies, and diversity and equity issues.
- Candidates will participate in weekly seminar discussions and presentations, using any relevant text that the seminar leader chooses for instruction

The mentor teachers' responsibilities are to:

- Provide a safe and comfortable environment in which the M.Ed. students can learn and grow
- Meet with the candidate on a regular basis to debrief and reflect on what the student is experiencing
- Give feedback to students on a regular basis, both oral and written
- Periodically check the candidates' notebook (comments encouraged)
- Address any issues of concern that arise with the student and with the University Supervisor (at the time the concern arises)
- Check all lesson plans before they are taught;
- Conference with the intern (and University Supervisor as appropriate) to discuss assessment and evaluation forms, including two 3-way conferences;
- Complete NCATE assessments form online by week 8 of the quarter

The University Supervisors' responsibilities are to:

- Provide written feedback for eight, one-hour observations (must observe in both content areas equally);
- Assist candidates' in locating resources for planning and implementing lessons;
- Check candidates' notebooks for time sheet, reflection logs, planning documents, and other course related materials;
- Respond to candidates weekly reflection logs and discuss themes or issues with them during seminar;
- Address any issues of concern that arise with the student and mentor teacher;
- Review and provide feedback on any lesson plans before they are taught;
- Meet with the intern and mentor as appropriate to discuss assessment and evaluation forms, including two required conferences;
- Communicate with mentor teacher on weekly ;
- Complete NCATE assessment forms by week 8 of the quarter;

Dates to remember:

TBA April 2010	Mid-quarter conference (have forms completed before conference)
TBA May 2010	NCATE evaluation forms (complete on-line)
TBA June 2010	End-of-quarter conference (have forms completed before conference)

PROFESSIONAL BEHAVIOR POLICY STATEMENT

**The Ohio State University
Professional Behavior Policy Statement
2008-2009 Middle Childhood Education M.Ed.**

The Master of Education program is the beginning of a transition from the role of a student who has observed teaching for many years to that of a professional teacher. It is important that you acknowledge and think about the implications of the differences between the undergraduate programs many of you are completing and the graduate program you are embarking upon. One of these implications is the expectation for professional behavior throughout the program.

Professional behavior is multifaceted and includes your behavior toward fellow students, staff, and university faculty, and staff involved in this program. Teaching is a positive experience when we create a positive environment for our colleagues and ourselves. We will share with you a commitment to create a productive and positive environment in your courses and your school-based experiences.

If you encounter a difficulty during the program, it is most often the best policy to speak directly and openly with the member of the program in which you find yourself in conflict. While the program management team is available to help you work out difficulties, in FEW circumstances is it appropriate to speak to them about a fellow student, a faculty member, or a cooperating teacher prior to substantive attempts to work out the circumstance with the appropriate individual. If you plan to speak to the management team about another individual associated with the program, **please first provide the steps that you have taken to rectify the situation before you ask for our assistance.**

The rationale for the choices the faculty makes may seem obscure to you at times. We value your feedback and will ask for it many times over the coming year. Trying to gain a perspective on the program faculty's rationale for the choices can lead to more productive and positive environments. As a matter of policy, we set meeting dates and deadlines to ensure that we are adhering to Ohio Department of Education requirements and standards. **Mandatory meetings and other deadlines are not negotiable.** Admission to this program is highly competitive. If you are not able to attend mandatory meetings and meet other deadlines for this current year, you will need to defer your admission to the program when your schedule is more flexible. **Negativity is not an acceptable professional posture.**

Mentor teachers are professionals who open their doors to you and provide an environment conducive to your learning about the teaching profession. These professionals make decisions each day with which you may or may not agree and may not even be consistent with what you have learned on campus. These kinds of differences are to be expected. It is important to probe these decisions to understand the reasoning for these choices. At times your thoughtful probing for rationale may push these professionals to question their reasons and may produce change. It is NOT appropriate, however, to judge these professionals for their decisions. In fact, it is always important to support your mentor teacher while you are a guest in his/her classroom.

GRADING POLICY

What Constitutes Satisfactory Performance in Coursework, Field Placements, and Student Teaching in the Middle Childhood Program?

The MCE Program is made up of three major components:

- 1) Graduate-level coursework
- 2) Field Placement (internships in elementary and middle school)
- 3) Student teaching

Satisfactory Performance in Coursework

Earning a grade of “B” and above will constitute satisfactory performance in the MCE Program. A final grade in any program course that is B- or lower will disqualify you from continuing in field placement and student teaching. This includes receiving an “incomplete” or withdrawing from a course. In the case of a final grade in any course below a “B”, alternative options for your continuation in the program are within the discretion of the MCE M.Ed program faculty/staff.

It is our belief that MCE coursework, field placement, and student teaching are inextricably linked. Unsatisfactory performance in any MCE M.Ed program course means that you may have the option to return in the next cohort (i.e. next academic year). However, the MCE M.Ed program faculty reserves the right to refuse the opportunity to retake methods courses to any student for what is, in our judgment, sufficient cause.

Satisfactory Performance in Field Placement/Internship

Earning a grade of “B” and above will constitute satisfactory performance in your field placement. You will have two field placements within the MCE M.Ed Program- elementary and middle school. During each placement you are expected to engage in professional discussions about teaching and learning and work to promote equitable spaces for all students. Unsatisfactory performance in either field experience (as determined cooperatively by your mentor teacher, university supervisor, and program faculty as well as your performance on assignments for seminar and field placement) will result in a failing grade and disqualify you from proceeding to student teaching (professional internship).

Student teaching is the culminating teaching experience within the MCE M.Ed Program and will take place Spring quarter (we also refer to this as your professional internship). During this phase of the program, you are responsible for the planning, preparation, teaching, assessment, and parent communication for all of your classes. While we fully expect that all of you will be successful in student teaching, inadequate performance or conduct within student teaching will result in your immediate removal from your placement site.

Attendance in your field placements is mandatory and not negotiable. We will not approve absences due to death and/or illness of family pets, distant relatives, close friends and/or boyfriends/girlfriends. We will not approve absences to accommodate vacations or other non-essential travel during your field placements and professional internship. **Absences will result in a failing grade and you will not be eligible for your license.**

FORMS

The Ohio State University Evaluation & Conference Form

Candidate: _____ Supervisor: _____
Grade/Subject: _____ Mentor Teacher: _____

Date: _____

DOMAIN A: Planning - Organizing content knowledge for student learning

(Content knowledge, Culturally Relevant, Social Justice, Goal development, Lesson preparation, Knowledge of student, Learning Connections, Assessment/Evaluations)

DOMAIN B: Management – Creating an environment for student learning

(Respect and rapport, Classroom procedures, Learning environment, Challenging expectations, Classroom behavior)

DOMAIN C: Instruction – Teaching for student learning

(Culturally Relevant, Social Justice, Goal & Procedures, Comprehension & Feedback, Technology, Thinking extension, Instructional time, Communication, Clarity)

DOMAIN D: Professionalism

(Reflective practice, Relationships with parents and others, Professional growth, Sense of efficacy, Employability skills)

Mentor: _____ Supervisor: _____ Candidate: _____

Ohio State University Middle Childhood M.Ed Program
Mentor Teacher Formative Evaluation

Candidate Name:
Mentor Name:
Please complete by:

Evaluation: M= Most of the time S= Some of the time I= Needs Improvement

Candidate Behavior	Score	Mentor Comments/Questions
Interacts well with students and mentor teacher (on his/her feet, moving around the room, NOT sitting and observing too much)		
Plans lessons that are thoughtful and engaging.		
Promotes equity and positive student rapport.		
Manages student behavior appropriately		
Communicates clearly and accurately with students, parents, and mentor		
Demonstrates belief that all students can learn and an appreciation for diversity in student population		
Uses time effectively at school		
Uses multiple data sources to make decisions about student learning and planning for future lessons		
Practice incorporates multicultural perspectives		
Practice attends to issues of social, economic, and political equity for individuals and groups that differ by gender, race, social class, disability, and sexual orientation		
Positive attitude		
On time and regular attendance		

Candidate Field Observation Form

Intern _____ **School** _____

Date _____ **Time** _____

Field notes:
Content area-

Lesson/interaction was successful because:

1)

2)

Areas for reflection and growth:

1)

2)

Conference Summary:

Goal(s) for the week:

1.

2.

3.

Next Visit: _____, 2009 at _____ **AMPM**



Teacher Candidate Version

Teacher Candidate: _____

Cooperating Teacher/s: _____

Supervisor: _____ Date: _____

Summary of Experience:

Briefly provide a narrative that addresses the following questions:

What have you done in the classroom thus far?

What types of groups have you provided instruction to?

How have you integrated into the classroom?

Strengths:

Discuss 2-3 of your strengths. For each strength provide a brief narrative highlighting examples from your placement experience.

Areas for continued growth:

Discuss 2-3 areas you would like to continue to grow in for the remaining half of the field experience. For each area of growth, briefly highlight why this is an area you wish to continue to grow in, and how you can accomplish this growth.

Teacher Candidate Signature

Date

College of Education M.Ed - Middle Childhood

School of Teaching & Learning
Evaluation



Supervisor Version

Teacher Candidate: _____

Cooperating Teacher/s: _____

Supervisor: _____ Date: _____

Strengths:

Discuss 2-3 of the teacher candidates strengths in terms of their experience based on the weekly observations. Provide a brief narrative highlighting evidence of each strength.

Areas for continued growth:

Discuss 2-3 areas the teacher candidate has for continued growth for the remaining half of the field experience. For each area of growth, briefly highlight how the teacher candidate can accomplish this growth.

Conference Summary:

Supervisor Signature

Date

College of Education M.Ed - Middle Childhood

School of Teaching & Learning
Evaluation



Teacher Version

Teacher Candidate: _____

Cooperating Teacher/s: _____

Supervisor: _____ Date: _____

Summary of Experience:

Briefly provide a narrative that addresses the following questions:

What has the teacher candidate done in the classroom thus far?

What types of groups has the teacher candidate provided instruction to?

How has the teacher candidate integrated into the classroom?

Strengths:

Discuss 2-3 strengths of the teacher candidate in terms of their experience.
Provide a brief narrative highlighting evidence of the strength and an interpretation.

Considerations:

Discuss any considerations the teacher candidate should incorporate into the remaining half of the field experience. Provide a brief narrative highlighting evidence for each consideration and an interpretation.

Cooperating Teacher Signature

Date

Lesson Plan Template

Standard/s:

Grade-Level Indicator/s:

Focus of Instruction: What is being taught? What do you want your students to know and be able to do when the instruction is complete?

Lesson Description: What will happen during the lesson?

Required Material: What texts or supplies will be needed?

Assessment: How will you address assessment of students' prior knowledge?

Before Lesson: How will you encourage motivation and interest?

During Lesson: What opportunities will you provide for active engagement and knowledge construction?

After Lesson: What opportunities will you provide for practice and extension?

Assessment: How will you assess students' learning during and after lesson?

Differentiated Instruction:

Home-School-Community Connections: How will you engage these three?

Reflection: When and how will the students reflect on their learning?

Reflection: When and how will you evaluate your instruction?

Principles for Planning – Middle Childhood Program

Students and Contexts

- 1) Begin with what you know about students' range of knowledge and interests. What do students already know? How is this valued as culturally specific knowledge?
- 2) Consider how students usually go about learning a new idea. (What are they used to? How is it useful and how can it be adapted and developed for more robust learning?) What do they think learning 'looks like?' Is this a useful model for students to use? What do you think learning looks like? Why is this a useful model?
- 3) What could you do as their teacher to extend their ways of learning as well as their content knowledge?
- 4) What will you do to support them in acquiring a sense of independence and ownership of both the new process of learning and the content knowledge?
 - a. They develop questions
 - b. They represent what they know in multiple ways
 - c. They teach someone else – inside or outside school

Content- Area Learning Goals

- 1) What goals are you planning to work on? (1-3 key goals)
- 2) How will these goals address students' knowledge about content, themselves as learners, and themselves as members of a diverse society? How will their sense of cultural identity be validated and extended?
- 3) What will students need to know to accomplish these goals? Be prepared to show students that they already possess important resources for making sense of new information and ideas.
- 4) What will you need to know about the topic and about students' knowledge resources?

Process

- 1) What experiences will you model? What questions will this model raise for student? (A strong lesson generates more questions, speculation and problem solving from the students than from the teacher!)
- 2) What opportunities will students have to pursue their questions about the idea, concept, or set of relationships you are studying?
- 3) How will they represent their understanding? For whom?
- 4) What time is required for each part of the experience, questioning, problem solving, and evaluation?

Indicators of Learning

- 1) What opportunities will you create for students to demonstrate their understanding (related to self, others, and conceptual knowledge changes)?
- 2) Will the change be associated with renewed interest, question generation, factual knowledge retention, analysis, synthesis, application, and reformulation?
- 3) How will students be involved in naming what they know and how they are changing?

The Ohio State University
Rubric – MCE Capstone

The following rubric will be used to assess your mastery of the information pertinent to being a middle level educator.

A

The candidate documents mastery of two performance expectations for each of the eight Institutional Standards and Candidate Proficiencies.
Each provides sufficient information to demonstrate a complete understanding of the performance expectation.
Each provides specific information about how the performance expectation was addressed during student teaching.
Papers are well written following rules of grammar and spelling.

B

Two performance expectations for each of the eight Institutional Standards and Candidate Proficiencies are addressed.
Each provides sufficient information to demonstrate a good understanding of the performance expectation.
Each provides specific information about how the performance expectation was addressed during student teaching.
Papers are well written following rules of grammar and spelling.

C

Two performance expectations for each of the eight Institutional Standards and Candidate Proficiencies are addressed.
Each provides sufficient information to demonstrate an adequate understanding of the performance expectation.
Each provides some information about how the performance expectation was addressed during student teaching.
Papers contained some grammatical and spelling errors.

D

Two performance expectations for each of the eight Institutional Standards and Candidate Proficiencies are addressed.
Each provides sufficient information to demonstrate a fair understanding of the performance expectation.
Inadequate information about how the performance expectation was addressed during student teaching is provided.
Papers contained several grammatical and spelling errors.

F

The assignment did not meet the criteria for a “D”.

Required assignments for Capstone/Institutional Standards and Candidate Proficiencies

1.0 Commitment to knowledge of content/field learning

Assignment(s):

- a. Create lesson plans that reflect your mastery of content, content area standards and pedagogical content knowledge.
- b. Design an action research project that addresses a pedagogical and content area issue that you identify.

2.0 Commitment to Diversity, Equity and Efficacy

Assignment(s):

- a. Community Exploration project in elementary or middle school

3.0 Commitment to Diversity, Equity and Efficacy

- a. Analysis of your lesson plans using specific ideas and texts on culturally relevant pedagogy.
- b. Videotape documentation of candidate demonstrating principles of culturally relevant pedagogy.
- c. Community Exploration project

4.0 Commitment of Technology

Assignment(s):

- a. Electronic portfolio
- b. Analysis of educational technology and/or software explicitly designed for use by teachers.
- c. Analysis of educational technology and/or software explicitly designed for use by General Education students.
- d. Analysis of educational technology and/or software explicitly designed for use by students with disabilities.

5.0 Commitment to Conducive Environment

Assignment(s):

- a. Create a family/parent-friendly communication tool that you will use during your Student Teaching experience to establish a relationship and communicate pertinent educational and classroom information with families/parents.
- b. Videotape documentation of candidate demonstrating mastery of commitment to conducive environment.
- c. Create a computer-generated graphic of ideal classroom arrangement.

6.0 Commitment to Knowledge of Pedagogy and Differentiated Instruction and Student Service

Assignment(s):

- a. Videotape documentation of candidate demonstrating mastery of commitment to knowledge of pedagogy and differentiated instruction and student service.

7.0 Commitment to Reflection and High Quality Professional Development

Assignment(s):

- a. Philosophy of teaching paper
- b. Create a rubric to assess your students.

8.0 Commitment to Professional Dispositions

Assignment(s):

- a. Paid membership to professional content area organization, i.e., NCSS, NCTE, NCTM, etc.
- b. Philosophy of teaching paper.