



# FIELD EXPERIENCE HANDBOOK



THE OHIO STATE UNIVERSITY

COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY

A GUIDE FOR FIELD EXPERIENCE | Updated SP21



# WELCOME

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Congratulations on your acceptance into a licensure program. You are now on your way to becoming a professional educator. Throughout your time in the program, you will have multiple field experiences, including student teaching. These will allow you to further your understanding and knowledge of effective practices and the expectations of a professional educator. You will learn from other experienced educators and achieve new content and pedagogical skills.

This handbook will serve as a guide to the requirements and expectations along the way. Each program has its own unique requirements and guidelines in addition to these unit expectations. Please consult with the program manager or faculty member in your program for additional program-specific requirements.

Many people around you will guide and support you. From your mentor educator, university supervisor, program manager, and various faculty members, they are all there to support your growth to become the most prepared and best teacher you can be. You can find more information on field experiences on our [website](#).

Best wishes for wonderful and successful experiences!

Sincerely,

The Accreditation, Placement, & Licensure Team

<https://ehe.osu.edu/accreditation-placement-licensure>

edprep@osu.edu



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# GUIDING PRINCIPLES

Our purpose is to support and enhance the development of educational leaders who engage in and implement research-based, culturally competent practices to support and advance P-12 educational progress. Our programs prepare candidates for initial licensure and engage experienced educators who aspire to advance their practice. Candidates at all levels gain knowledge, skills and dispositions as critical thinkers, problem solvers, communicators, and collaborators.

Candidates shall have a commitment to the following:

1. Acquiring the knowledge, skills and dispositions to interact effectively with all students in diverse learning environments;
2. Supporting practices with foundations in current research and theory;
3. Providing learning environments that support the development of all students;
4. Developing and executing objectives, based on continuous assessment, that support student learning;
5. Practicing integrity and ethical behavior; and
6. Engaging in professional development.



# GUIDING PRINCIPLES

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## Vision

Partnering across communities to envision and promote equity, innovation, and continuous improvement within education.

## Mission

To collaborate with stakeholders in the preparation of highly-effective educators who teach, lead, and serve. The Office of Accreditation, Placement, & Licensure achieves these aims through data-driven analysis, facilitating meaningful field experiences, and ongoing professional development.

## Teacher Education and Licensure Standards

Educator licensing requirements are established in the [Ohio Administrative Code](#) and [Ohio Revised Code](#). The standards include requirements for obtaining and maintaining types of educator licenses, certificates, and permits issued by the Ohio Department of Education. These include teaching, administration, pupil services, alternative and temporary licenses, and credentials for substitute teaching, paraprofessionals, and coaches.



# GUIDING PRINCIPLES

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Administrative rules are reviewed on an ongoing basis. The State Board of Education may revise these rules periodically or create new ones in response to recommendations from the Ohio Department of Education, the Educator Standards Board, and/or other education stakeholders.

### Ohio Standards for the Teaching Profession (OTSP)

The Ohio Standards for the Teaching Profession were developed as a guide for teachers as they continually reflect upon and improve their effectiveness as educators throughout all of the stages of their careers. While there are many influences on a teacher's development, these standards will serve as an important tool for teachers as they consider their growth and development in the profession. In addition, these standards will serve many other audiences and purposes.

It is anticipated that these standards may:

- Assist higher education programs in developing the content and requirements of preservice training and development;
- Focus the goals and objectives of districts and schools as they support educators and seek to improve the profession;
- Be used to plan and guide professional development;
- Serve as a tool in developing coaching and mentoring programs.

These standards are intended to drive conversations about the practice of teaching and are not intended to serve as an evaluation instrument. Standards can be found on the [Ohio Department of Education's website](#).



# GUIDING PRINCIPLES

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## Council for the Accreditation of Educator Preparation (CAEP) Standards

This organization is the national accrediting body for teacher education programs. The CAEP standards inform the development and direction of our teacher preparation programs. Ohio State is a CAEP accredited institution of educator preparation.

## Specialized Professional Associations (SPA)

SPA Assessments are connected to national teacher education standards put forth by CAEP, National Organization Standards for each licensure area, and the Ohio Department of Education teacher education licensure requirements. Successful completion of the SPA assessments provide evidence that the University, the licensure program, and the student successfully met the required standards for completion of degree and licensure. Not all courses contain a SPA assessment, but for those that do, you are responsible for successfully completing and passing it.



# GUIDING PRINCIPLES

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### Commitment to Diversity

The Ohio State University is committed to building and maintaining a diverse community to reflect human diversity and improve opportunities for all. The university is committed to equal opportunity, affirmative action, and eliminating harassment and discrimination. Ohio State will not tolerate retaliation in any form. The university is also committed to providing the best experience possible for minors while entrusted to our care. These commitments are both a moral imperative consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law.

Ohio State does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

Faculty members, staff in each program, and APL make an effort to provide all candidates with experiences in diverse learning environments in order to support reaching this goal. During educator preparation programs, candidates are placed in a range of classrooms and educational settings that reflect the demographics of the communities throughout the state of Ohio.





# GENERAL EXPECTATIONS

The expectations below highlight the dress, behaviors, language, ethics, and norms expected of all candidates from The Ohio State University. From the moment you walk in the door at your placement, you begin leaving an impression on administration, teachers, students, and parents. Whether you want to eventually be an educator in your placement building or not, you are leaving a lasting impression by your approach to professionalism.

### Professional Dress

Candidates are expected to dress appropriately and professionally in all field placement settings. At minimum, candidates should follow the dress code (either written or unwritten) of the schools in which they are placed. Business casual is recommended.



# GENERAL EXPECTATIONS

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## Social Media and Technology

- Set all social media account to private and be conscious of what you post. Students, parents, and administration will look you up and may be able to view your account.
- Do not use social media to communicate/connect with parents, students, or school administration.
- Do not post comments, photos, videos, or reference any school issue, conflict, personnel, or students.
- Consider the name of your social media accounts, making sure they sound professional.
- Review your “tag” settings, so you can control what others might post on your account.
- Do not give out your phone number or personal e-mail. Do not ask students for their e-mail or phone number.
- At no time should you be using cell phones, iPads, laptops, etc. for any course assignments when students are in the classroom.

## Language

Use professional language in your interactions with students, parents, and colleagues. When communicating with P-12 students, do not use profanity. Be cognizant that other individuals could have different understandings of what words are considered profanity (i.e. damn, hell) thus should not be used.



# GENERAL EXPECTATIONS

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## Substitute Teaching

Candidates are not permitted to act as substitutes for employed teachers. The candidate may teach when the cooperating teacher is temporarily out of the classroom, but may not serve as a paid or unpaid substitute teacher. A paid district substitute must be present in the room with the candidate if the cooperating teacher is absent.

## Transportation

Candidates are expected to provide their own transportation or use public transportation for their field placements. Travel time can be up to 30-minutes, one-way, from Arps Hall by car. Occasionally there will be multiple students at one placement site, please consider carpooling.

Due to the specialized nature of some licenses, there may be some candidates who could be required to travel a maximum of one-hour, one way, from Arps Hall by car.

## Liability Insurance

The university does provide limited liability coverage for candidates in student teaching. However, candidates are strongly encouraged to purchase liability insurance through the Ohio Student Education Association. For questions about coverage contact the Office of Risk Management, University Treasurer.





# GENERAL EXPECTATIONS

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## Confidentiality

Candidates are responsible for protecting P-12 student confidentiality. It is appropriate to discuss information about students with your mentor teacher, but be sure to keep this information confidential. Use pseudonyms when taking notes and writing responses for assignments. Be mindful of what you say and do when you are away from your school.

## Code of Conduct

The Code of Student Conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions.

The core missions of the university are research, teaching and learning, and service.

Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.

All students should become familiar with and understand the [Code of Student Conduct](#).



# GENERAL EXPECTATIONS

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## Mandatory Reporting

When you start a placement with minors, you become a mandated reporter. Mandated reporters are required to report any cases of witnessed or suspected abuse or neglect. Contact 911 if a child is in immediate danger. In cases of witnessed or suspected abuse or neglect, candidates must contact both Children's Services at 855-642-4453 and University Police at 614-292-2121 immediately. Candidates must also submit a report of the incident within one business day to OHR ([hr@osu.edu](mailto:hr@osu.edu)).

## Additional Professional Expectations

- Candidate behavior should reflect what is expected of teachers in the assigned building before, during, and after school hours.
- Familiarize yourself with the school's handbook, parking rules, and visitor procedures.
- Get involved in the classroom as soon as possible with permission of your mentor teacher.
- Ask if your mentor teacher is comfortable with you moving around the room, assisting students, and speaking with other faculty members.
- You are an adult in the classroom and school. If you see or hear something that you know is inappropriate, inform your mentor teacher.
- Do not offer students a ride home.
- In the event the teachers in the school district strike or a work stoppage occurs, candidates are not permitted to report for duty or be in or near the building.



## FIELD EXPERIENCE HANDBOOK

# GATES (TRANSITION POINTS /BENCHMARKS)

For accreditation and quality assurance purposes, educator preparation programs are required to collect and report data on teacher candidates at four gates (also called transition points and benchmarks) throughout the program. At these gates, the unit assesses candidate knowledge, skills, and professional dispositions to determine if candidates are ready to proceed to the next stage in the program.

Students may have the option to appeal a decision about moving to the next gate. The [appeals handbook](#) will help you to determine if this is applicable to your situation.

GATES	REQUIREMENTS	NOTES
<b>Gates I: Entrance to program</b>	<ul style="list-style-type: none"> <li>Completed application</li> <li>Disposition evaluation</li> <li>Background check (clearance based on ODE licensure requirements)</li> <li>3.0 GPA for graduate candidates, 2.75 or higher for undergraduate candidates (by program)</li> </ul>	Any additional requirements as determined by program (e.g. coursework, letters of recommendation, essays or personal statements, P-12 experiences, assessments, etc.)
<b>Gates II: Acceptance to Student Teaching</b>	<ul style="list-style-type: none"> <li>Current background check (clearance based on ODE licensure requirements)</li> <li>3.0 GPA for graduate candidates, 2.75 or higher for undergraduate candidates (by program)</li> <li>Ohio Standards for Educator Preparation and Opioid Module</li> <li>Pass all applicable licensure exams (OAE, ACTFL, Praxis, etc.)</li> <li>Completed Pre-CPAST form with goals</li> <li>Dispositions evaluation</li> </ul>	Any additional requirements as determined by program (e.g. content GPA)
<b>Gates III: Completion of all Program Requirements</b>	<ul style="list-style-type: none"> <li>Gate I &amp; II requirements</li> <li>Completion of all program requirements and recommendation for licensure</li> <li>Completion of edTPA</li> <li>Completion of CPAST form</li> </ul>	
<b>Gates IV: Recommendation for Ohio Licensure</b>	<ul style="list-style-type: none"> <li>Completion of ODE application</li> <li>Completion of state requirements</li> </ul>	





# FIELD PLACEMENT COMPLIANCE

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## Compliance Requirements:

To the right is a list of requirements that must be completed, annually, by any student who is participating in a P-12 field placement (of any length or purpose). Check with your program manager or coordinator for appropriate deadlines and any additional documentation that must be submitted. You will not receive placement information and are not permitted to attend any field placement without completion of the items below.

*More information about these documents can be found on the [APL website](#).*

1. Bureau of Criminal Investigation and Identification (BCI&I) background check
2. Federal Bureau of Investigation (FBI) national background check
3. Student Field Experience and Clinical Practice Application Form
4. Activities with Minors Policy Video and Quiz
5. Standards of Behavior form
6. In the semester prior to student teaching, students are also required to complete the Ohio Standards for Education Preparation course.



# FIELD PLACEMENT COMPLIANCE

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## Background Checks:

For the safety and protection of P-12 learners, any student who is participating in a P-12 field placement (of any length or purpose) must complete a background check prior to entering the field site. Results of a background check typically include past employment verification, credit history, and criminal history. The initial screening of background check results are based on the criteria set forth by the [Ohio Department of Education](#).

*More information, including where students should go to complete background checks, can be found on the [APL website](#).*

What do I need to know about background checks before I go?

- Request code 3319.291
  - Early Childhood Education candidates, please contact your program manager for information on ODJFS background checks.
  - ONLY this code will be accepted for field placement
- Request that a copy is sent to ODE, if applying for licensure within the year



# FIELD PLACEMENT COMPLIANCE

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- For first processing, allow six weeks prior to placement
- Repeat processing will take 2-4 weeks without an arrest record, 6-8 weeks with an arrest record (even if expunged or occurred when a juvenile)
- The price varies depending on where you get your background checks completed. However, an average price is \$63. We strongly suggest going to campus for error-free processing.
- Please refer to your specific campus for submission and copy requirements.
- Background checks are only good for one year from the date of issue. Therefore, you will need a new background check every year you are in field placements.





# UNIVERSITY PLACEMENT PROCEDURES

Successful field experiences are vital to becoming an effective educator. Remember that there is no such thing as a perfect placement. Every experience is an opportunity for growth and inspiration, even those that are less than ideal. Your understanding and cooperation in field placement decisions will help set you up for success every semester.

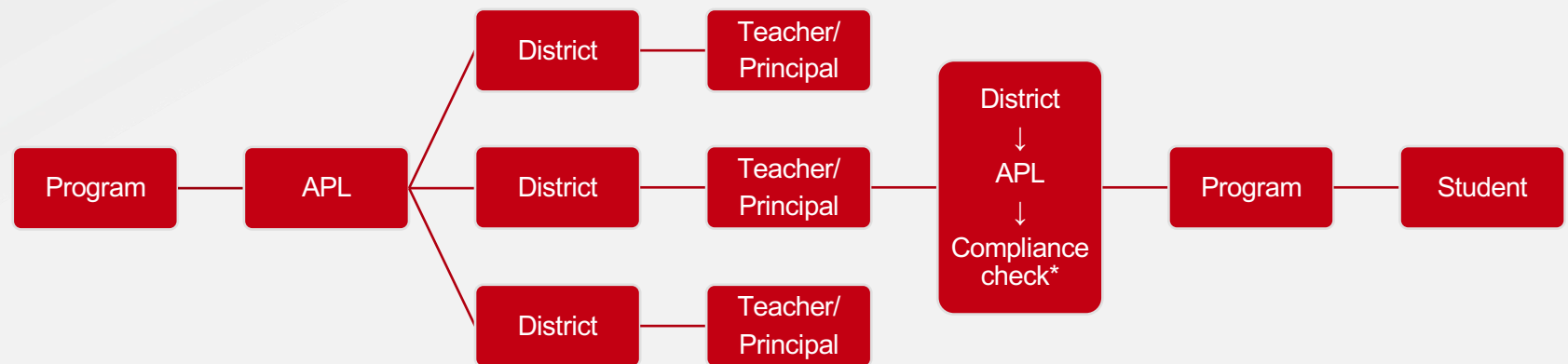
All placement decisions are made by the Program Manager and APL, in consultation with appropriate faculty members. Students should never contact sites, district coordinators, principals, or teachers to arrange their own placements. Students should contact the cooperating teacher once the placement is approved. When possible, placement information is given to students by the first class or seminar meeting of the semester.



# UNIVERSITY PLACEMENT PROCEDURES

## The Placement Process:

- After a placement is requested by a program, it goes through a series of approvals. The district, principal, and teacher have to approve/accept a placement before a student will be notified. The diagram below shows the steps in the process.



*\*Placements will not be given to students until compliance requirements are completed*

# UNIVERSITY PLACEMENT PROCEDURES

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Each field placement decision is made using the following criteria:

- State Department of Education License Requirements
  - Placements must meet subject area requirements.
  - Placements must meet grade level requirements.
  - Placements must meet diversity requirements.
- School District Considerations
  - Placements are only made in districts that have exchange of service agreements with Ohio State University.
  - Placements are also determined by the number of available, qualified, willing mentor teachers who have volunteered for the semester.
- Ohio State Program Considerations
  - Placement locations are made to effectively and efficiently utilize the university supervisors available for the semester.
  - Placements are made to best meet the requirements of the semester's coursework.
  - Placements are made to best utilize the teachers who share our philosophy, exhibit best practices, and/or who are familiar with our program.
- Student Considerations
  - The personalities/teaching styles of the student and mentor teacher are considered.
  - The student's developmental strengths and weaknesses are considered.





# UNIVERSITY PLACEMENT PROCEDURES

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## Terminating Field Placements

Occasionally, a field placement has to be terminated. Ohio State or the placement district may request the termination of a placement. If a student is not meeting expectations in the field experience, the following procedures will be used to determine termination of the placement:

1. When concerns are identified, the program will create an improvement plan. The student, mentor teacher, supervisor, and program (as deemed necessary) will meet to review the plan. All participants will sign the plan and receive a copy for their records.
2. The student's progress will be monitored and evaluated as outlined in the improvement plan.
3. If the student's performance remains unsatisfactory, the student will not receive a passing grade and the field experience will be terminated.
4. The student will then need to meet with the program and academic advising to determine degree completion options.



# UNIVERSITY PLACEMENT PROCEDURES

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A student may be removed immediately from a placement at any time during the semester if he or she displays any behavior that would normally result in the suspension of a teacher from his or her job, or at the request of the district.

If a student is experiencing discrimination or harassment in a field placement he/she should immediately reach out to the program to determine next steps. Program faculty and staff should follow the steps in the Discrimination and Rescinding Placement Policy.



# LICENSURE EXAMS

As part of the process of becoming a licensed educator in Ohio, candidates must pass licensure exams. Depending upon the content area, the tests for initial licensure are the Ohio Assessment for Educators, the ACTFL/LTI, or the Praxis.

See the Ohio Department of Education [website](#) for more information about the exams required for your licensure area. Be sure to select The Ohio State University as a recipient of your scores.

You are required to pass all required licensure exams prior to beginning your student teaching placement. Contact your Program Manager for specific due dates.



## FIELD EXPERIENCE HANDBOOK

The logo for edTPA, featuring the text "edTPA" in white on a red background. The "ed" is lowercase and the "TPA" is uppercase. A horizontal line is positioned under the "ed" portion.

edTPA is a subject area-specific performance-based assessment for pre-service teacher candidates centered on P-12 student learning. It is the integration of: Planning, Instruction, Assessment, and Analysis of Teaching. The artifacts submitted for edTPA will include lesson plans, video clips of instruction, P-12 student work samples, analysis of P-12 student learning, reflective commentaries, and written commentary proving justification for instructional decisions. Candidates in initial/first licensure teacher preparation program will complete edTPA.

Ohio State University is currently looking at alternatives to edTPA. Please reach out to your program manager to determine if you are required to complete it. Students who do complete edTPA:

- Must ensure they note to send their edTPA scores to ODE and OSU when signing up for edTPA.
- May not be required to take and pass the Assessment for Professional Knowledge (APK) OAE.

*All the latest information about edTPA at The Ohio State University can be found on the APL website: <http://ehe.osu.edu/educator-preparation/edtpa/>*





# Tk20

Tk20 is an electronic portfolio that enables programs to collect, monitor, and analyze your progress toward meeting state and national standards for licensure. As part of your program, you will use Tk20 to complete course assignments, build professional portfolios, and provide information regarding field experiences, student teaching, and administrative internships.

As noted in the Expenses and Voucher section below, aTk20 student account will be opened on your behalf by APL, a few weeks into your first semester in your licensure program, after you have paid the first Ed Prep Voucher Fee.



# EXPENSES AND VOUCHERS

## Expenses

As with any program that leads to professional licensure, there are additional expenses incurred that are not related to OSU tuition and fees and books. Below is a list of those additional expenses.

UNDERGRADUATE EXPENSES* (P-12 CLASSROOM LICENSES)						
Year in program	Background Checks: BCI&I/FBI	Ohio Licensure Application fee <sup>i</sup>	OAE Test <sup>ii</sup>	Optional Ohio Endorsement Fee <sup>iii</sup>	Optional OSEA membership (OH Student Educ. Assn.) <sup>iv</sup>	Ed Prep Voucher Fee
1 <sup>st</sup> year	\$61.70					\$128.50 per semester over four semesters  (converts the purchase of Tk20, one OAE test, and edTPA)
2 <sup>nd</sup> year	\$61.70					
3 <sup>rd</sup> year	\$61.70					
4 <sup>th</sup> year	\$61.70	\$160	\$105-\$349			
Other				\$20/area	\$34/yr.	

# EXPENSES AND VOUCHERS

GRADUATE EXPENSES* (P-12 CLASSROOM LICENSES)						
Year in program	Background Checks: BCI&I/FBI	Ohio Licensure Application fee <sup>i</sup>	OAE Test <sup>ii</sup>	Optional Ohio Endorsement Fee <sup>iii</sup>	Optional OSEA membership (OH Student Educ. Assn.) <sup>iv</sup>	Ed Prep Voucher Fee
Med/MA	\$61.70	\$160	\$105-\$349			\$135.00 per semester over three semesters  (converts the purchase of Tk20, one OAE test, and edTPA)
Other				\$20/area	\$34/yr.	

\*All expenses are subject to change.

- I. Veterans may seek reimbursement for educator licensure tests.
- II. See the Ohio Department of Education website for more information about the exams required for your licensure area. Some students may need to take the Ohio Assessment for Educators (OAE) test for more than one content area. The cost depends upon the area, type, and number of tests taken.
- III. Endorsements are additional areas of expertise in addition to an initial license. Each endorsement is \$20.
- IV. OSEA membership is recommended as the organization offers liability insurance to pre-service teachers. Additional professional association memberships may be required.

# EXPENSES AND VOUCHERS

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Other out of pocket educator preparation expenses to consider:

- Professional clothing and transportation expenses vary.
- Some students may choose to purchase classroom supplies.
- Second licenses such as principal, superintendent or pupil service licenses (school psychologist or speech pathologist) have different expenses.
- Early Childhood Education students may be required to have a physical exam to meet the Ohio Department of Job and Family Services (ODJFS) requirement.
- The TeachOhio job fair is \$10 for currently enrolled students and \$25 for OSU graduates from previous cohorts.

## Expenses

When you are admitted into a licensure program, a voucher fee is added to your account. This fee is held and given back to you in the form of a voucher for expenses occurred throughout the program. This enables some of the costs to be covered through FAFSA (loans, grants, and scholarships). Funds collected via the voucher program will merely pass through to the third-party vendors with APL serving as the liaison between the vendor and the student.



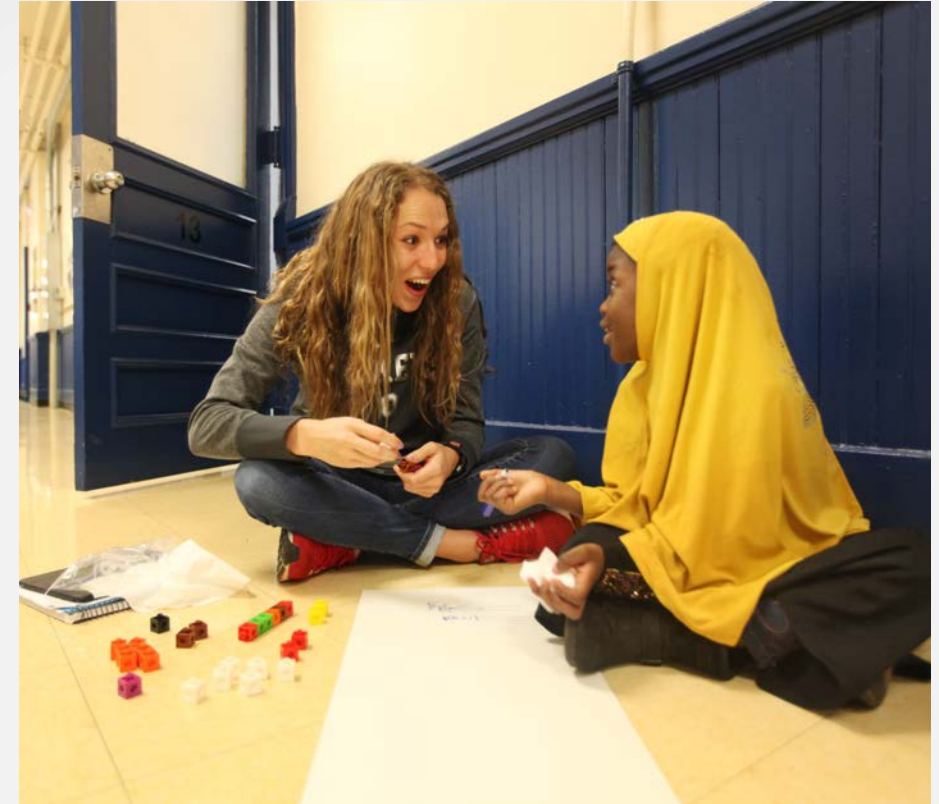


# EXPENSES AND VOUCHERS

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# EXPENSES AND VOUCHERS

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## Voucher Overview

When you are admitted into a licensure program, a voucher fee is added to your account. This fee is held and given back to you in the form of a voucher for expenses occurred throughout the program. This enables some of the costs to be covered through FAFSA (loans, grants, and scholarships). Funds collected via the voucher program will merely pass through to the third-party vendors with APL serving as the liaison between the vendor and the student.

Undergraduate voucher fees total \$514.00 and are distributed over four semesters for a per semester cost of \$128.50. Graduate voucher fees total \$405.00 and are distributed over three semesters for a per semester cost of \$135.00. No student will pay more than the allotted amount. If you are enrolled for additional semesters, you will not incur additional fees.



# EXPENSES AND VOUCHERS

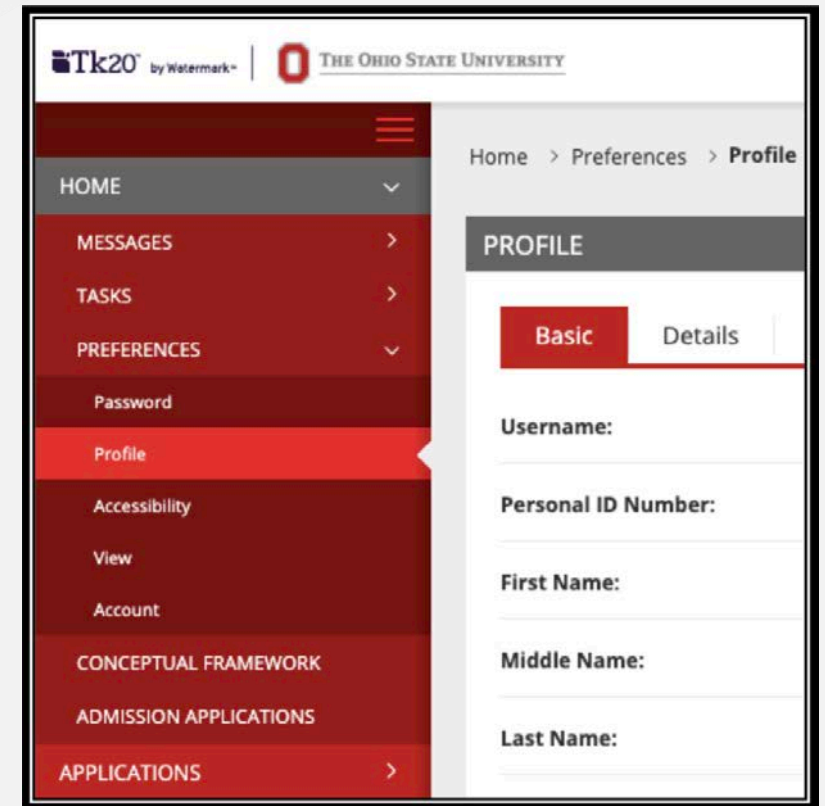
## How to Find/Use a Voucher

You will not need a voucher code for Tk20. A student account will be opened on your behalf, a few weeks into your first semester in the program, after you have paid the first Ed Prep Voucher Fee.

Your OAE (if applicable) and edTPA voucher codes will be entered into your Tk20 account during the appropriate semester.

To find your codes:

1. Log into Tk20.
2. Click on Preferences, under Home, in the side menu.
3. Within the preferences menu, click on Profile to open the candidate information.
4. Scroll to the bottom of the Basic tab to locate voucher codes and expiration dates.



# EXPENSES AND VOUCHERS

To use your OAE code: After you have selected the test you will take, on the “Payment” page click on the “Enter a Voucher” link. Enter the voucher code from your Tk20 account.

**Ohio Assessments for Educators**  
For candidates seeking **initial licensure** in a subject area

View Cart My Account  
Select a category...

Home Assessments Prepare Register Get Results Policies Faculty Resources Fin

### Payment

Description	Price
Registration	
Assessment of Professional Knowledge: Adolescence to Young Adult (7-12)	\$105.00
<a href="#">Enter a voucher</a>	
<b>Total:</b>	<b>\$105.00</b>

**Withdrawal/Refund Policy**  
If after registering for an assessment you wish to withdraw your registration, you may do so according to the

**Step 2 of 3**  
1. Agreement  
2. **Payment**  
3. Review Order



# EXPENSES AND VOUCHERS

To use your edTPA code: Enter the voucher code when prompted on the payment page during registration. Vouchers cannot be applied retroactively to existing registrations.

Payment

Description	Price
Registration	
Health Education (National)	\$300.00
<div>Enter a voucher</div>	
Total Due:	\$300.00



# **EARLY AND ADVANCED FIELD EXPERIENCES**

Prior to student teaching, you will engage in multiple field experiences. Through a scaffolded approach, these experiences will build your skills and prepare you for the culminating experience of student teaching. While the general expectations that were previously shared are expected of all, the experiences will vary across licensure programs. Reach out to your program for more information about the specific experiences in which you will participate.

Toward the end of your field experience just prior to student teaching, you will participate in an evaluation of your performance, focused on both pedagogy and dispositions. The Pre-Candidate Preservice Assessment for Student Teaching (Pre-CPAST) form will be completed using a three-way meeting with the student, mentor teacher, and supervisor. Additionally, goals are developed for you to focus on during student teaching.



# STUDENT TEACHING

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Student teaching is the culmination experience for students seeking licensure. In addition to the expectations previously described, the requirements, policies, and expectations below should guide your student teaching experience.

- Schedule
  - The schedule must include a minimum of 12 weeks of full-time teaching. Most programs require 14 weeks to allow for one week of transition into and out of fulltime student teaching. Any days less than 60 of fulltime student teaching responsibilities will need to be made up to meet state law.
- Student teachers should have a minimum of 4 weeks of full-time instructional responsibilities of a classroom. This may be in a Co-Planning/Co-Teaching model. It is expected at Ohio State, that preservice teacher candidates will exceed this minimum requirement to be adequately prepared for their first-year of teaching.
- Student teachers are expected to follow the arrival and dismissal times established by the school district for contracted teaching staff and to follow the cooperating teacher's schedule (including any assigned lunch, bus, or playground supervision). You may also be asked to arrive before school or stay after school to co-plan, work with your mentor, and complete other teaching responsibilities.
- Student teachers will follow the calendar of their assigned school, not the university calendar. Attendance at all parent conference days, in-service days, open houses, etc. is expected.



# STUDENT TEACHING

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- Absences
  - In case of personal illness or emergency, student teachers should follow the guidelines set forth by the program. Minimally, if you are ill or an emergency arises, you are to report this absence to your mentor teacher and University supervisor immediately. Because time in the field is directly connected to licensure requirements, student teachers may be required to make up missed time prior to the end of the semester. Student teachers should also provide a plan and corresponding materials for the lessons he/she would have been teaching.
- Employment
  - Student teaching is recognized as a full- time professional commitment; therefore, jobs, coaching, and outside coursework are not recommended during the student teaching experience. These activities will not be accepted as an excuse for failure to perform any duties related to coursework or field work.



# STUDENT TEACHING

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## Supervision

In addition to your mentor teacher, your student teaching experience will be overseen by a university supervisor. University supervisors have a strong dedication to the teaching profession, a history as highly skilled and effective teachers, and are willing to mentor candidates into the teaching profession.

## Unit Evaluations

Throughout your time in student teaching, your university supervisor will conduct classroom observations. A classroom observation is a formal observation of teaching while it is taking place in a P- 12 classroom or other learning environment. Observations are used to provide student teachers with constructive, critical feedback aimed at improving P-12 student learning, instructional technique and professionalism.





# STUDENT TEACHING

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Observations may be:

- Virtual: where a student teacher videos his/her classroom teaching and it is evaluated by supervisor in another location. For example, a student teacher and university supervisor watch the video together while the student teacher narrates.
- More than one in a day: (this is especially applicable for placements a considerable drive for the supervisor). If an observation is spread over multiple lessons (2 or 3 periods, for example), then the observation may “count” as two lessons. However, two separate observation forms will need to be documented and uploaded
- Varying lengths of time (partial class period, or full class period).

You will participate in a mid-term and final evaluation of your performance, focused on both pedagogy and dispositions. The Candidate Preservice Assessment for Student Teaching (CPAST) form must be completed twice during student teaching. Using a three-way meeting format, the student teacher, mentor teacher, and supervisor complete, discuss, and come to consensus at the midterm. Additionally, goals are developed for the candidate to focus on for the remainder of the semester. This process is repeated during a final three-way conference at the end of the semester.



# APPLYING FOR YOUR LICENSE

The last step on the journey to becoming an educator is obtaining your official teaching license. The licensure application is completed on the [Ohio Department of Education's website](#). The [CORE User Manual](#) will walk you through the steps of the process.

After you submit your application, the Ohio Department of Education will reach out to us for clearance. In order for APL to clear your license:

- Official, electronic copies of your licensure exam scores must have been received by Ohio State.
- There must be a grade, on your official record, for all required courses.
- Your degree must be conferred. Typically, this is completed on or around the date of graduation.
- You must have met all program and licensure requirements.

Please do not apply for your license until a week prior to completion of the program. License application cannot be approved until after graduation. Your application can expire if you apply too early. It can take up to 30 days for your license application to be reviewed, verified, and approved or declined. Please be patient with this process.

*More information about applying for your license can be found on the [APL website](#).*



# APPLYING FOR YOUR LICENSE

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## Out of State Licensure

Ohio State academic programs are designed to prepare students for licensure or certification in Ohio. If you plan to pursue licensure or certification in a state other than Ohio, please review state educational requirements for licensure and certification at [go.osu.edu/onground](https://go.osu.edu/onground).

If you need an educator preparation verification form completed, when applying for licensure in another state, please contact [edprep@osu.edu](mailto:edprep@osu.edu).

