



August 2024

Dear Teacher Education Candidates, University Supervisors, and Cooperating Teachers,

The pre-student teaching and student teaching semesters constitute the clinical practice year in the candidate's journey to initial licensure in teaching. Your success in fulfilling your role and responsibilities depends on strong content knowledge and deep understanding of learning theories and evidence-based practices. Consider that the knowledge, skill, and professional dispositions each of you brings to the experience will help fulfill the mission of John Carroll's teacher education program – *to prepare educational leaders for a more just society*.

Each day in teaching, incite a passion for learning. Embark on this journey together with confidence, dignity, respectfulness, and professionalism. Rely on the sound advice of knowledgeable others and always do what is best for our children's education and their futures.

Best wishes for a most successful experience,

A handwritten signature in black ink, appearing to read "Yi Shang".

Yi Shang, Ph.D.
Department Chair

General Pre-Student Teaching Schedule Expectations

WEEK	DESCRIPTION
Week One	<ul style="list-style-type: none"> ● Observe classroom routines. ● Become acquainted with students. ● Examine curricula and materials.
Week Two	
Week Three	<ul style="list-style-type: none"> ● Work with individuals or a small group. ● Try specific teaching strategies. ● Become alert to classroom organization and management and curriculum planning. ● Help implement cooperating teacher's plans.
Week Four	
Week Five	<ul style="list-style-type: none"> ● Prepare lessons for a small group or whole class. ● Help monitor classroom management and procedures under the direction of the cooperating teacher.
Week Six	
Week Seven	<ul style="list-style-type: none"> ● Continue planning and implementing lessons with a small group or whole class.
Week Eight	
Week Nine	
Week Ten	
Week Eleven	
Week Twelve	
Week Thirteen	
Week Fourteen	
Week Fifteen	<ul style="list-style-type: none"> ● Set goals and make plans for Student Teaching experience .
Week Sixteen	
Week Seventeen	<ul style="list-style-type: none"> ● Final Exam Week

*This schedule may vary for individual candidates based on the recommendations of the Cooperating Teacher(s) and the University supervisor and the needs of the teacher candidate.

Important Requirements for Pre-Student Teachers

Background Check and Pre-Service Teacher Permit

The Department of Education must have your Ohio BCI and FBI fingerprinting and background check and a valid pre-service teacher permit on file before entering your placement site for pre-student teaching fieldwork.

Verification of Moral Character and Statement of Obligations and Responsibilities

These forms are digitally signed in SLL under the Gateways tab and are part of your pre-student teaching application in SLL. There is a copy in this orientation packet for reference. These forms must be signed in SLL before you enter your site for PST fieldwork.

Proof of Liability Insurance

Student teachers are required to hold liability insurance during their PST semester and their ST semester. Most policies begin coverage at the beginning of August to the end of July the next year.

Once you have proof of your liability insurance, you will need to upload the document to Student Learning and Licensure before you can begin your pre-student teaching placement. Examples of proof of liability insurance:

- A welcome email
- A copy of your insurance card
- A letter from the insurance provider

We have often recommended Students join the Ohio Education Association: Aspiring Educators organization as it has been the lowest cost option, however there are private insurer options you can explore. Feel free to find other options for yourself.

Ohio Education Association Aspiring Educators

You must join the organization before you are able to apply for the NEA Educators Employment Liability (EEL) [OEA Aspiring Educators](#)

Forrest T. Jones & Company

Professional Liability Insurance Plan [Forrest T. Jones & Company \(ftj.com\)](#)

Proliability

Professional Liability Insurance for Educators [Proliability](#)

THE PROFESSIONAL SEMESTERS: OVERVIEW AND ROLES

The pre-student teaching semester is the first half of the candidate's professional year, which is followed the next semester by full-time student teaching. During the pre-student teaching semester, candidates commit to spending one full day each week at the school site. During this semester the candidate works to establish a relationship with the cooperating teacher(s), the students, and the school community and becomes familiar with the curriculum and teaches some lessons. This is a developmental process as the candidate moves from his/her initial coursework and field experiences into the beginning of the professional year, which, if successful, leads into student teaching at the same site with the same cooperating teacher(s) and university supervisor. During student teaching, the candidate is committed to five full days per week at the site.

Teacher candidates cannot assume that the license is an automatic outcome of this year.

Candidates must be successful in both experiences, as well as fulfill requirements as prescribed by the JCU Department of Education and Ohio Department of Education & Workforce.

ATTENDANCE

It is expected that you be at your school site, in the classroom, on the designated day(s) throughout the entirety of your professional year. As a rule, plan to arrive and leave the school site on the same schedule as expected of all teachers in the school. If an illness or emergency occurs, first call or e-mail your cooperating teacher and the school as soon as possible. Preferably, call the night before an absence; at the latest, notification should occur before 7 a.m. on the day of your absence. If possible, contact your cooperating teacher directly rather than merely leaving him or her a message. In all, consult with your cooperating teacher at the beginning of the semester to clarify preferable modes of communication in the context of illness/emergencies. In addition, in these cases, please contact your university supervisor to keep him/her in the loop. Over the course of the professional year, you are permitted three absences in total for illnesses, appointments, etc. Candidates missing additional days will be expected to make them up following the traditional end to the (pre-)student teaching experience. De

UNIVERSITY SUPERVISOR

During the professional year, each student teacher will be assigned an experienced university supervisor, who will make periodic visits to observe and provide feedback and coaching to the student(s) they supervise. The university supervisor mentors the same candidate throughout both clinical semesters, unless circumstances warrant a change. The following are expectations of the university supervisor:

- Serves as a liaison between the cooperating teacher (and field site) and the Department of Education.
- Supervises and mentors the teacher candidate throughout the professional year.
- Visits the field site early in the semester to review the requirements of the professional year to see that the teacher candidate and the cooperating teacher(s) have established a good professional rapport and to troubleshoot any emerging issues.
- Collaborates with cooperating teachers and teacher candidate(s) at school site to provide meaningful feedback and mentoring.

- Reviews lesson plans and observes lessons for at least the minimum number of times required for pre-student and student teaching.
- Completes the required number of observations and online evaluation summary forms (SLL) for each candidate according to the department schedule.
 - Conducts observations including submission of e-documentation
 - PST: 3 per candidate
 - ST: 4 per candidate
 - Conducts summary evaluations including submission of e-documentation
 - PST: 1 per semester
 - ST: 2 per semester (1 mid-term, 1 final) These evaluations are orally conducted in a triadic conference format (CT, US, ST), with the US submitting a consensus evaluation form to SLL afterward.
- Participates in orientation meetings of PST/ST and all university supervisors and candidates.
- Participates in monthly meetings of university supervisors.

COOPERATING TEACHER

A cooperating teacher is a highly-qualified school teacher who serves in the role of collaborator in the preparation of teacher candidates including their selection and assessments of candidates. They serve in the role of mentor for an initial licensure candidate. On a day-to-day basis, the cooperating teacher mentors the same candidate throughout both professional semesters, unless circumstances warrant a change. The following are expectations of a cooperating teacher:

- Serves as a mentor and role model to the candidate.
- Supports the development of the teacher candidate as the candidate increases responsibility for teaching practice, from observing to assisting in the classroom to teaching lessons to individuals, groups of students and the whole class.
- Provides information and resources to help the candidate become familiar with the district/school curriculum and teaching methods.
- Involves the teacher candidate in professional development opportunities, extra-curricular activities, and parent/family activities such as conferences.
- Facilitates conversations between and among the candidate and university supervisor to provide meaningful feedback and mentoring.
- Reviews lesson plans and observes lessons for at least the minimum number of times required for pre-student and student teaching.
 - Completes the required number of observations and online evaluation summary forms (SLL) for each candidate according to the department schedule.
 - Conducts observations including submission of e-documentation
 - PST: 3 per semester per candidate
 - ST: 4 per semester per candidate
 - Conducts summary evaluations including, as pertinent, submission of e-documentation
 - PST: 1 per semester
 - ST: 2 per semester (1 mid-term, 1 final). These evaluations are orally conducted in a three way conference format (CT, US, ST), with the US submitting a Consensus Evaluation Form to the appropriate Education department program administrator.
 - Confers/communicates with the teacher candidate and university supervisor on a regular basis to provide feedback about progress and any areas of concern.
 - Attends orientation and any other meetings/events on JCU campus.

TEACHING SCHEDULE

Name: _____ Licensure: _____
 Concentration(s): _____
 E-mail: _____ Phone: _____
 School assigned _____ School Phone: _____
 Coop. Teacher(s): _____
 Coop. Teacher(s) E-mail(s): _____

Period	Time	Subject	Grade	Days	Room

Exceptions: _____

JCU Class Schedule: _____

Other time commitments:
 Please be specific, include beginning and ending dates, days of the week, times of day, and description; make sure all details are cleared with your cooperating teacher and university supervisor.

RETURN TO YOUR UNIVERSITY SUPERVISOR AS SOON AS POSSIBLE