Adolescence to Young Adult & World Language Education

METHODS HANDBOOK

Semester One of the Professional Year

A campus and field-based experience for Adolescence to Young Adult & World Language Education Majors

School of Teaching and Learning
College of Education and Human Development
Bowling Green State University

Revised 4/8/13
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DEFINITION OF TERMS

AYA & WL Professional Year
The culminating experience for Undergraduate Adolescence to Young Adult Education majors. The professional year involves two semesters in the schools: one semester of Methods Block and one semester of Student Teaching. This handbook focuses on the Methods Block. A separate handbook is required for student teaching.

Student Teacher
A BGSU student who is enrolled in the Adolescence to Young Adult Professional Year for the Student Teaching or Internship experience. This student has successfully completed the “methods” portion of the professional year and is now prepared to complete the final step toward teaching by completing a 15-week student teaching experience.

Methods Student
A BGSU student who is enrolled in the Adolescence to Young Adult Professional Year for the “Methods Block” experience. This student is enrolled in classes on campus at BGSU and is simultaneously assigned to a field site for both methods and student teaching. Methods students have demonstrated their knowledge of their subject matter by passing the Praxis II content exams as mandated by the Ohio Department of Education. These students also have a minimum of 2.8 grade point average in the major and a minimum of 2.8 grade point average overall.

Teacher Candidate
A BGSU student who is enrolled in the Adolescence to Young Adult Professional Year. This is an umbrella term for students in either the Methods Block or Student Teaching.

Classroom Mentor Teacher
A teacher in the public or private schools who has a minimum of three (preferably five) years’ teaching experience and preferably three years in his/her present school setting. The Classroom Mentor Teacher (CMT) collaborates with the University Mentor for supervision of the teacher candidates as well as the writing of the midterm and final evaluations.

University Mentor
The University Mentor (UM) has a master’s degree, has completed a mentoring course (EDCI 680) or Pathwise training or Praxis III training or Ohio F.I.R.S.T. training, and has a minimum of five years’ teaching experience. The University Mentor serves as the liaison between the University and the school site. The University Mentor must be involved in the supervision and evaluation of Teacher Candidates placed with Classroom Mentor Teachers and plays a significant role in providing intervention strategies for struggling methods students or student teachers.

Methods Block
The coordinated classes that Methods Students enroll in prior to student teaching. Methods students attend these classes on Mondays, Tuesdays, Wednesdays, and Thursdays and are in their assigned schools site (field experience) on Fridays. They will be in the schools all week during the fifth or sixth week of the semester and then again for four or five weeks toward the end of the semester.

PDP
Professional Development Plan; an example is provided in this handbook. The PDP originates during the methods semester and serves as a tool to measure progress during the student teaching semester.
METHODS BLOCK
Introduction
THE ADOLESCENCE TO YOUNG ADULT AND WORLD LANGUAGE PROFESSIONAL YEAR

METHODS BLOCK

Introduction

The Adolescence to Young Adult and World Languages (AYA&WL) Professional Year is a capstone experience for Bowling Green State University students preparing to teach at the secondary school level or in World Language. AYA&WL Professional Year participants include individuals majoring in language arts, mathematics, the sciences, social studies, and world language. Its purpose is to provide Teacher Candidates with the opportunity to blend theory with actual classroom practice.

The pre-requisites for participation in the AYA & WL Professional Year include:
1. Attaining junior status;
2. Completing ENG 1120, IPC 1020, EDHD 2010, EDTL 27x0 (2710, 2740, 2750, 2760) or EDTL 2290, EDFI 3030, and EDIS 2310 with a “C” or better;
3. Attaining a BGSU accumulative grade point average of 2.80 or better;
4. Attaining a minimum 2.80 GPA in the content specialty; and
5. Passing the content exam(s) for the area(s) of specialization (Praxis II for AYA and ACTFL WPT and OPI at Advanced Low level for WL)

The AYA&WL Professional Year is comprised of two phases: (1) the semester-long Methods Block followed by (2) a semester-long Student Teaching experience. During the Methods Block, participants are engaged in on-campus course work (Monday through Thursday) designed to develop a theoretical foundation and a concomitant progressive initiation to teaching. The remaining day each week (Friday) will involve students blending theory with practice as they participate in activities in public and private schools. Students will arrive when teachers are expected to arrive and will depart when teachers are permitted to depart.

During the Methods Block, students typically are enrolled in the following courses:
EDTL 4200 Developmental Reading in the Content Areas
EDTL 4670 Computer Utilization in the Classroom - Secondary
EDTL 47X0 Content Methods (Math, Science, Social Studies, or Language Arts)
EDTL 4290 Content Methods (World Language only)
EDTL 4180 Practicum in Secondary Schools
EDFI 4020 Assessment and Evaluation in Education

Additionally, Methods Students are assigned to area schools where they actively participate as part of the professional staff in school and classroom activities, gradually assuming responsibility for planning, implementing, and evaluating instruction in one or two sections. Following the Methods Block, Teacher Candidates immediately enter Student Teaching. A separate handbook is used to guide and direct student teachers, CMTs, and UMs during the Student Teaching semester.
Roles and Responsibilities

The Methods Student (MS)

Teacher Candidates are assigned to schools within a 45 to 50 mile radius of Bowling Green. Each school may have one or more Teacher Candidates from language arts, mathematics, the sciences, social studies and world language. It is strongly recommended that Teacher Candidates obtain professional liability insurance prior to the first day of their experience. Professional liability coverage is provided to all members of Bowling Green Student Education Association (BGSEA). This insurance guarantees protection against suits or damages for bodily injury, personal injury, legal claims, libel, slander, etc. arising from professional activities in the assigned school. All Teacher Candidates are expected to obtain liability coverage either through BGSEA or some other source. No sign up is required for student teaching. The Field Experiences Office automatically promotes eligible students.

Method Student’s On-Campus Responsibilities:

- Completing all assignments in acceptable form by the due dates on the course syllabi;
- Attending and participating in all class meetings and seminars;
- Attending the assigned school and on the designated days.

Methods Student’s Field Site Responsibilities:

- Contacting the CMT and UM no later than the beginning of the school day should an absence be necessary; have phone numbers on hand and plan for **MAKING UP ALL ABSENCES**;
- Following the CMT’s schedule including classes, study halls, or other supervisory experiences and work periods;
- Dressing and acting in a professional manner at all times; no jeans, hats, distracting jewelry, etc.
- Treating students, faculty and staff with respect;
- Preparing a lesson plan for every lesson to be taught and submitting it to the CMT for review at least three days prior to the implementation of the lesson;
- Planning, implementing, and evaluating a two-week unit of consecutive lessons (7-10 lessons over 10 days) in collaboration with the CMT;
- Preparing a Professional Development Plan (PDP) at the end of the Methods Block semester;
- Parking in areas designated for students until parking is assigned;
- Completing only field assignments in the field, not campus assignments (unless field-based);
- Listening and not offering suggestions unless specifically asked;
- Using professional language and maintaining professional demeanor at all times. Voice criticisms ONLY with CMT, UM or AYA & WL Program Coordinator.
- Volunteering one’s services as an evaluator, judge, coach, and/or assistant within one’s capabilities;
- Avoiding social contact with students from the school outside the school context;
- Not carrying food, drink or chewing gum into the classroom; and
- Learning the school’s policies and procedures for teachers and students.
Tips for Methods Students

• Arrive early and stay late. Good teaching takes time and preparation.

• Upon arriving, go directly to the main office to alert the staff that you are in the building. If there is a sign-in sheet, sign in.

• Do not wait until someone tells you what to do—TAKE INITIATIVE! Look for things to do and do them. Always do what you’ve been asked to do on time.

• Observe and ask questions—you are not expected to know everything.

• Visit the teachers’ lounge only when invited and eat with the students unless invited to the teachers’ lunchroom.

• Observe the similarities and differences between what has been suggested in your methods classes and what the teacher is doing. Don’t assume that your methods instructor and/or CMT is/are right/wrong. The realization that not all people do things in the same way should be comforting to you. Do ask permission before doing things that are unusual or drastically different from the CMT’s established procedures.

• When designing lessons and teaching them, remember that:
  o TELLING students is not the same thing as TEACHING students.
  o Good questions require wait time.
  o Flexibility is necessary with even the most carefully planned lesson.
  o The needs of ALL students should be met, including those of the students who have special needs.
  o Not all students will “get it” the first time; patience and persistence are necessary on the part of the teacher and the learner.

• Do not be afraid to fail; sometimes you learn more when a lesson goes poorly than you do when it is successful. In either case, you should analyze each lesson to determine what worked and why or what did not work and why. The ability to analyze what is not working and change strategies is a good skill to develop.

• Ask for suggestions and feedback about ways you can do things better. Criticism, suggestions, and feedback are NOT personal attacks. You are not going to improve if you don’t find out what you need to improve upon.

• Before you leave for the day, make sure that you have everything prepared for the next day. You are still responsible for lesson plans and materials when absent due to emergencies.

• Remember that you represent the Adolescence to Young Adult Education and World Language Program at Bowling Green State University, and act accordingly.

• Refrain from sharing personal information about students and faculty.
The Classroom Mentor Teacher (CMT) Checklist

☐ Review the Student Teacher/Intern Handbook provided by the student teacher/intern.

☐ Ask the MS who their EDTL 4180 instructor is. This will be your contact person should you have questions or concerns.

☐ Provide the following information to the MS: (a) phone numbers for contacting the classroom mentor teacher and the school office, (b) class rosters and schedules, (c) information regarding students who have special needs, (d) classroom rules and procedures, (e) teacher background and teaching/management styles, (e) background of students, school, and community, and (f) policy manual.

☐ Welcome the MS into the classroom, introducing him/her to students, faculty, the principal and other school administrators, and building staff;

☐ Advise her/him about the daily schedule, including parking, lunch arrangements, etc., and provide him/her with a work space.

☐ Provide the MS with copies of all texts, curriculum guides, handbooks, handouts, etc., provided to either students or teachers at the school;

☐ Assist the MS in identifying topics to teach and assign her/him to one or two classes to teach while supervising the MS in the various classroom activities in which s/he is engaged;

☐ Remain in the classroom with the MS at all times;

☐ Assist/Advise the MS in arranging observation of other teachers or administrators to learn more about professional activities and school culture.

☐ Require and review each lesson plan at least three days prior to the beginning of instruction;

☐ Observe lessons formally and/or informally and provide written feedback following each lesson observed;

☐ Provide periodic evaluations and written feedback of the MS’s performance.

☐ Facilitate the four visits of the UM (see the visitation schedule under “Methods Block Schedule”).

☐ Complete formal midterm and final evaluations (using the forms provided) in a timely manner and sharing the contents with the MS and the UM; and

☐ Assist the MS in developing a PDP at the end of the semester.

☐ Contact the EDTL 4180 instructor (ask the MS for this information) or the AYA and WL Program Coordinator with questions or concerns.
The University Mentor (UM) Checklist

☐ Serve as a liaison between the University and the school and facilitate paperwork between the two.

☐ Attend the Methods Block Orientation on the afternoon of the first day of the semester.

☐ Meet with the MS and provide contact information as well as indicating to the MS the best way to contact the UM.

☐ Review the Methods Student Handbook provided by the AYA & WL Coordinator.

☐ Ask the MS who their EDTL 4180 instructor is. This will be your contact person for turning in midterm/final evaluations and formal observation.

☐ Advise the MS regarding availability for observations as well as the preferred method for scheduling visits.

☐ Coordinate the supervision and evaluation of the MS in various classroom activities in which s/he is engaged;

☐ Visit the MS four times over the course of the semester (Introductory visit within the first month, visit for the mid-term by the end of the second month, formal observation by the end of the third month, and final evaluation by the end of the semester. See attached visitation schedule. See the visitation schedule under “Methods Block Schedule”).

☐ Provide concrete, specific, and timely written and oral feedback following each observation of the MS, keeping clear records.

☐ Discuss clearly and specifically the progress of the MS directly with the MS and the CMT.

☐ Work cooperatively with the CMT to complete the midterm and final evaluation forms and share the contents with the MS in a timely manner; submit originals to the 4180 instructor.

☐ Advise the EDTL 4180 instructor of any student who is in danger of failing methods or for whom an intervention plan is needed.

☐ Write a thank you note to the CMT.

☐ Stop in the principal’s office to express appreciation for hosting an MS.
University Faculty

University faculty members are responsible for:

- Preparing and distributing course syllabi;
- Providing instruction, evaluation, and oral/written feedback in the on-campus classes;
- Providing guidance and assistance in the development of lesson and unit plans;
- Conferring with EDTL 4180 instructors regarding the progress of the MS;
- Reviewing lesson plans compiled and evaluated during the Methods Block;
- Collaborating with the AYA & WL Program Coordinator in assessing the suitability of the placement; and
- Requiring MSs to complete a PDP (EDTL 4180 instructors only) for the semester.

Office of Research and Field Experience

Faculty and staff in this office are responsible for:

- Assisting with payments, forms, and other needs of the CMTs and UMs;
- Methods placements at the school site;
- Aiding in the selection of the cooperating schools and teachers; and
- Overseeing the placement of MSs in the cooperating schools.

AYA & WL Education Program Coordinator(s)

The AYA & WL Program Coordinator(s) are responsible for:

- Aiding in the selection of the cooperating schools and teachers;
- Assuming responsibility for the AYA & WL Professional Year;
- Assisting with the placement of Methods Students in cooperating schools;
- Facilitating communication among the faculty, CMTs, and UMs;
- Tracking student evaluation documentation (midterm and final evaluation forms as well as student Professional Development Plans);
- Facilitating monthly AYA & WL faculty/staff meetings;
- Handling, in conjunction with CMTs, University Mentors, and faculty instructors, serious issues related to methods students that may arise in the field placement; and
- Maintaining the integrity of the AYA & WL Education Programs.
The Methods Block allows MSs to utilize the knowledge, skills, attitudes and values they have developed throughout their academic preparation. Since this is the MS’s initial experience with planning, implementing, and evaluating whole class instruction, s/he should be encouraged to consult regularly with University and cooperating faculty in lesson preparation. The on-campus classes that are part of the Methods Block complement and enhance the in-school experience.

To maximize the benefits of the in-school experience, the following list of recommended activities has been prepared. **These are only guidelines.** CMTs should consider the capabilities of the MS when determining which activities should be attempted and when they should be attempted. Based on the MS’s abilities, the CMT may add to or subtract from responsibilities.

MSs follow the BGSU Calendar regarding attendance at the field site. They follow the assigned school’s regulations regarding attendance, arrival, and departure times as they apply to the regular classroom teacher. BGSU breaks during fall semester include: Labor Day, Fall Break, Veteran’s Day, and Thanksgiving. Breaks during the spring include: Martin Luther King Day and a week of Spring Break.

**Weeks 1, 2**

- Attend all campus seminars and campus classes;
- Contact CMT and UM;
- Schedule all four site visits with UM; and
- Begin construction of a PDP.

**Weeks 3, 4, 5 (Field Site on Fridays, all day)**

- Attend all campus seminars and campus classes;
- Visit the field site as scheduled;
- Secure and review copies of the text(s), student and teacher handbooks, the school calendar, and the teacher’s schedule;
- Observe the CMT to become familiar with teaching and management styles; and
- Introduce self to students.

**Week 6 (Full Week, Full Days at Field Site)**

- Prepare a seating chart and begin learning students’ names;
- Learn school policies and procedures for teachers and students;
- Talk with the CMT about possible topics for the required block of mini-unit (to be done later in the semester);
- Observe the CMT to become familiar with teaching and management styles;
- Observe other teachers at the same grade level (regardless of content) as well as observe other teachers in the content area;
- Grade papers, construct bulletin boards, etc.; and
- Teach as assigned.
Weeks 7, 8, 9, 10 (Field Site on Fridays, all day)

- Observe the CMT;
- Begin initial planning for teaching;
- Observe students’ academic performance and behavior;
- Work with individuals or small groups;
- Teach lessons from a teacher-prepared or cooperatively-prepared lesson plan;
- Meet with the CMT and the UM for a formal midterm evaluation;
- Construct audio-visual materials as directed by the CMT; and
- Grade papers and assume other teacher responsibilities.

Weeks 11, 12, 13, 14, 15 (Field Site EVERY DAY all day)

- Observe the CMT;
- Observe other teachers in the same building in the same content area;
- Observe students’ academic performance and behavior;
- Continue to work with individuals or small groups;
- Construct audio-visual materials as directed by the CMT;
- Become more active in classroom activities;
- Grade papers and assume other teacher responsibilities;
- Plan for and teach a 2-week unit (7-9 lesson plans over 10 consecutive days) in at least one class;
- Facilitate the final observation of the UM and discuss afterward;
- Evaluate (self reflect), using a variety of methods, a minimum of five consecutive lessons in conjunction with the CMT;
- Complete the PDP for student teaching semester;
- Begin planning for student teaching semester; and
- Show initiative (think of things to do and ask; don’t wait to be asked to do things).

Week 16 (Field Site on Friday all day)

- Meet with the CMT and UM for a formal final evaluation of Methods Block performance;
- Meet with the CMT for a formal interview for Student Teaching placement (the CMT must approve of the continuation of the placement into the student teaching semester); and
- Finalize the PDP for the Student Teaching semester in consultation with university faculty.

Week 17 (BGSU Finals Week)

- Methods student returns to campus from field.
Suggested Weekly Activities

During the first semester of the AYA & WL Professional Year, the MS must work to structure a pattern of responsibility and dependability by establishing cooperative relationships and developing positive interpersonal and professional communications with students, faculty, and peers.

*Interacting with Students*
- Directing learning centers or work areas
- Guiding students in developing plays, skits, displays, etc.
- Helping students who were absent from class or who need extra assistance
- Working with small groups or individual projects
- Tutoring individual students
- Administering tests and quizzes to students

*Observing Students and Teachers*
- Observing and recording specific types of student behaviors
- Timing students in the completion of various tasks
- Recording level of mastery of students in completing specific tasks
- Visiting other classrooms and observing students in a variety of settings
- Shadowing students

*Developing Professionalism*
- Discussing career plans with teachers
- Attending department, faculty, PTA and staff meetings
- Observing parent/teacher conferences
- Familiarizing self with school policies
- Identifying support personnel available to teachers

*Providing Clerical Support*
- Grading tests, lessons, workbooks, or other student materials
- Recording grades
- Preparing, duplicating, or obtaining materials for teaching
- Keeping attendance, and other records
- Checking supplies
- Checking homework

*Preparing Materials for Instruction*
- Constructing unit and lesson plans
- Setting up demonstrations
- Creating bulletin boards
- Securing and operating AV equipment
- Preparing visual aids
- Developing bibliographies for units
- Locating and collecting supplementary materials
- Conducting research relative to lessons
- Preparing seatwork
- Designing appropriate learning activities for exceptional students

*Sharing Professional Duties (May not be performed without direct supervision of school faculty or staff.)*
- Serving as hall monitor
- Supervising lunch line or cafeteria, recess, bus loading/unloading, field trips, etc.
AYA & WL Methods Student Visitation Guidelines for University Mentors

Four visits are recommended for each methods student. Conduct additional visits as needed, and send emails to the CMT and to the MS between visits to see how things are going. Stay connected and aware so that problems can be identified early.

VISIT ONE: INTRODUCTION

Duration: 30 minutes with Cooperating Mentor Teacher (CMT) and Methods Student (MS)

- Introductions and exchange of contact information
- Assure that the CMT has been given access to a Handbook by the student. Briefly review the key points with everyone seated together.
- Emphasize getting the student active as soon as possible. More teaching than required may be possible, but methods students still have university assignments as well.
- MS supervision: MSs are not to be left alone in the classroom (they are not yet licensed), and are NOT permitted to cover the class if there is a substitute in the room.
- Remind the CMT of when the midterm evaluation is due (see calendar)
- Set a conference date during this week to complete Visit Two—the midterm evaluation.

VISIT TWO: MIDTERM EVALUATION

Duration: 30-40 minutes with the CMT, the MS and you

- Conduct the conference with the MS and the CMT.
- Complete the Midterm Evaluation form and affix all parties’ signatures.
- Make 3 copies, one each for the CMT, the MS, and yourself.
- MS submits the original to the EDTL 4180 instructor by the deadline (see calendar).

VISIT THREE: FORMAL OBSERVATION

Duration: 30-minute pre-observation conference, a full period observation, and a 30-minute post-observation conference

- Use the open-ended student teacher observation form in the Handbook, and speak about as many things as possible in each of the 7 Ohio Standards for the Teaching Profession.
- Have the student sign the observation form at the end of the post-observation conference.
- If the CMT attends the conference, have him/her sign the form as well.
- Make 3 copies, one each for the CMT, the MS, and yourself.
- UM submits any observation notes, etc., to Program Coordinator at the end of the semester.
- Schedule the final evaluation conference.

VISIT FOUR: FINAL EVALUATION

Duration: 30-40 minutes with the CMT, the MS and you

- Assist the CMT in finalizing the Final Evaluation form and make copies for the conference.
- Hold a conference between the MS, CMT and you.
- Make sure all parties sign the evaluation.
- Make 3 copies, one each for the CMT, the MS, and yourself.
- Discuss the coming Student Teaching semester and confirm that everything is set.
- UM submits final evaluation and any observation notes to EDTL 4180 instructor during exam week.
Methods students, as novice teachers, both require and desire extensive modeling and constructive feedback from their mentors. Thus, CMTs should offer their Candidates regular verbal and written input that is specific in nature. Comments such as, “You’re doing fine,” while complimentary, do not provide the explicit guidance that is most beneficial to Candidates. Conversely, few or no comments at all leave the Candidate uncertain as to the quality of his/her performance, and do not prepare the student for the evaluative opinions expressed in the midterm or final evaluation conferences.

Daily notes and observations may be recorded on the Methods Observation Form available in the Appendix. However, teachers may use other formats for observations: typed or handwritten notes, notebooks, etc. What is critical is that the intern receives regular, consistent feedback. The CMT should communicate both positive comments and clear suggestions for improvement. These should be shared with the intern on a regular basis and serve as a starting point for discussion and reflection. They should also be saved for documenting behaviors across the semester.

The Ohio Standards for the Teaching Profession are used to evaluate student teachers. The CMT and the UM will evaluate the Methods Block students at both the midterm and end point of the methods semester, and will also conduct one formal evaluation using the forms aligned with the standards included in this handbook. (Other evaluation forms are provided. They may be used for evaluation purposes; however, UMs and CMTs are not required to submit them to University personnel.)

The MS, the CMT, and the UM should complete these materials together. The methods student should submit the midterm evaluation to his/her campus EDTL 4180 (practicum) instructor. The University Mentor, likewise, submits the Final Evaluation to the intern’s EDTL 4180 instructor: The methods course instructor and the AYA & WL Program Coordinator will further review them. Recommendations for areas needing improvement should be made to the MS at this time. Please note the dates prescribed on the calendar included in the CMT and UM packets. Some effort is made to make this a floating deadline, in order to accommodate the availability of the UM.

The instructor of each Methods Block course is responsible for notifying the AYA & WL Program Coordinator (419/372-9819) if any MS has not earned a minimum grade of “C” according to the deadlines on the calendar. If an MS is deemed ineligible for Student Teaching, s/he will be notified prior to the start of the Student Teaching semester. UMs will also be notified if a MS is deemed ineligible.

After 16 weeks, the Methods Block will be completed and the MS will enter Student Teaching. It is preferable for each MS to remain with the same CMT for both semesters; however, if it is deemed necessary by the school and/or University faculty and staff, a change in the Student Teaching placement may be made.

Please note that all MSs sign a Methods Block Performance Contract (Appendix) that is kept on file in the Program Coordinator’s office. MSs are expected to fulfill all aspects of the contract in order to proceed to Student Teaching.
Options for Teacher Candidates Experiencing Difficulties

By the midterm evaluation, any MS having difficulty reaching an acceptable level of overall performance, as measured by the CMT, UM, and/or the building principal, will be counseled by the AYA & WL Program Coordinator and advised of several options:

- An MS may withdraw from Methods Block with a grade of “W” as determined by the AYA & WL Program Coordinator and retain the option of re-enrolling in another term at a different location. An intervention period addressing any significant deficiencies, if they are indicated, will be required prior to a second attempt at methods.

- An MS may be reassigned to another site if s/he has been advised that the lack of progress to date has placed her/him in a marginal position. Such a reassignment may necessitate extended Methods Block time.

- An MS may withdraw from a program leading to licensure and complete course work for a degree in Education that does not include licensure in teaching. This is the “Individualized Studies” option. Discussions must be held with the Assistant/Associate Dean for Student Affairs, the Undergraduate Student Services Office, and the AYA & WL Program Coordinator.

- An MS may continue in the same site, having been advised of the limitations and difficulties, but choosing to remain. If the student fails the Methods Block experiences, the student may repeat the Methods Block experience once in their chosen area.

A final evaluation form (see Appendix) is submitted by the CMT to the UM, who will submit the final evaluations electronically to the Office of Research and Field Experiences.

Extended Methods Block

If the number of classroom hours and days required to meet licensure standards are not reached, additional school-based classroom time must be required of the MS. The MS will receive a grade of “U” until the time the standard has been met. The grade then will be changed to “S” if the experience has been completed successfully.
The AYA &
World Language Education
Professional Year

POLICIES &
PROCEDURES
I. PLACEMENT

Methods Block placements are made by the Field Experience Office in conjunction with the AYA & WL Program Coordinator. Methods Block assignments will be made in the student’s major content area. Dual majors may be placed in one or both areas of licensure. All placement decisions are based on the following factors:

- Eligibility of the student;
- Quality and availability of approved field sites;
- Continuity of the program in terms of compliance with program and state requirements;
- Availability of qualified supervisors, Classroom Mentor Teachers, and University Mentors;
- Availability of approved area sites. Student Teaching is to be done through BGSU at approved sites only; and
- Location of student’s high school experience. Students are not to teach in the high school from which they graduated.

There are no appeals if a student does not qualify for Methods Block, although a student may choose to remediate a low content GPA through the Methods Block Eligibility Plan by taking additional approved courses. Students should contact their content area advisors to arrange such a plan. Changes in placements are rarely made. It is the responsibility of the AYA & WL Program Coordinator to determine if a change in placement is warranted. Requests for change must be made to the AYA & WL Program Coordinator prior to the experience or within the first three weeks of the experience. Changes in placement may occur by request of the following:

- MSs may request changes because of problems in the field site;
- The CMT or the UM may request changes because of problems in the field site; or
- Schools may request a change because of problems with the MS.

II. PROFESSIONAL PRACTICES

Substitute Teaching

By Ohio law, MSs cannot be used as substitute teachers in the classroom or in school-sponsored non-teaching activities (ex., cafeteria, study hall). Additionally, MSs may not be left alone with sole responsibility for students in a classroom or on school property without the presence of the classroom or other teacher. Student teachers may assume full control of the classroom when deemed competent to do so, without the CMT’s presence; however, the teacher must remain in the building.

Dress and Grooming

MSs’ dress and grooming must be consistent with the standards established in the assigned school.
Absence

Interns are expected to be in their assigned field classrooms all day on the dates indicated on the methods calendar unless illness or a sudden, legitimate emergency prevents attendance. In short, they are to follow the assigned school’s regulations regarding attendance, arrival, and departure times as they apply to the regular classroom teacher. The following exceptions apply:

- Methods students follow the BGSU semester calendar, including campus holidays, while student teachers follow the district/building calendar.
- Methods students and student teachers may consider weather conditions between home and the field site too dangerous for travel.
- During the student teaching semester, interns are eligible for two professional days or four half-days per semester for job interviews. Professionalism mandates that interns make these arrangements with their cooperating teachers well in advance.

Excessive or unfounded absences and/or tardiness are grounds for dismissal from the field site. CMTs encountering such behaviors should alert the intern’s UM immediately.

Transportation

MSs are responsible for securing their own transportation to and from field sites.

Outside activities

MSs cannot offer outside activities as an excuse for not performing the functions expected during the Methods Block experience.

Corporal punishment

An MS is not to administer corporal punishment or serve as a witness.

Strikes, boycotts, work stoppages, and riots

The MS must not report for duty or be in or near the assigned school building in the event of strikes, boycotts, work stoppages, or riots.

Sanctions

MSs in a school system that is placed under sanction will be expected to complete their experience in that system. Assignments will not be made in a district that is known to be under sanction.

Felony conviction

A student convicted of a felony will not be eligible for licensure.

Sexual misconduct

A student who is dismissed from a school on the basis of admitted and/or documented evidence of sexual misconduct with pupil(s) at his/her field experience site will have a report of that misconduct become part of his/her permanent record file. Any subsequent field placements will
be made only with the full knowledge and consent of the Superintendent of the participating school district and the College Dean. Recommendation for licensure shall remain contingent upon satisfactory completion of all required field experiences, including a minimum of 16 weeks of Student Teaching and evidence of good moral character as defined by the Ohio Department of Education.

V. CHANGES IN MS STATUS

Dismissal

MSs may be dismissed from a teaching site by the field site school, the AYA & WL Program Coordinator, and/or the Office of Research and Field Experiences. Circumstances under which MSs may be dismissed include:

- Non-adherence to school policy and/or procedures;
- Failure to fulfill MS Performance Contract requirements;
- Failure to meet BGSU program requirements; and/or
- Failure to meet BGSU program performance standards.

If the chief school administrator, the CMT and/or the UM decide that a MS is to be dismissed, the Office of Research and Field Experiences must be contacted as well as the AYA & WL Program Coordinator.

Deferment or Denial

The Dean retains the right to defer or deny a student from the AYA & WL Professional Year Experience. Such a decision is reached in consultation with the Office of Research and Field Experiences and the AYA &WL Program Coordinator.

Withdrawal

MSs may withdraw from the Methods Block and receive a “W” according to the University’s Withdrawal Guidelines. Students withdrawing from Methods Block must report to the Office of Research and Field Experiences and the Adolescence to Young Adult Program Coordinator. A grade of “W” will be assigned according to the following timetable:

- The tenth (10th) day of the semester (end of the second week) is the last day to drop without a W/WF designation.
- The thirtieth (30th) day of the semester (end of the sixth week) is the last day to drop with a W designation.

MSs may appeal beyond the W deadline for a W in Methods Block courses because of documented health problems. If the appeal is approved, the student may repeat the Methods Block in a subsequent term, provided the health problem has been verifiably corrected. An appropriate licensed professional should make verification.

Procedure for status changes

A student who has failed Methods Block must satisfactorily complete an intervention experience before being considered eligible for a final Methods Block experience.
1. An intervention contract is developed, based on areas of deficiency identified by the Cooperating Mentor Teacher(s), the University Mentor, and, if appropriate, methods instructors. The form is to be signed by the AYA & WL Coordinator and the MS.

2. The methods student and Program Coordinator each receive a copy of the contract.

3. The AYA & WL Program Coordinator arranges the intervention for the student.

4. The student completes the intervention under the direction of the AYA & WL Program Coordinator. The length of time for the intervention is determined by the AYA & WL Program Coordinator and varies with each student’s needs.

5. The MS is not eligible for re-taking the Methods Block for the second and final time until the intervention has been successfully completed.

6. Upon successful completion of the intervention, the AYA & WL Program Coordinator alerts the Office of Research and Field Experiences, authorizing the eligibility of the student for a final Methods Block experience.
The Ohio Revised Code §3319.31 authorizes the State Board of Education to deny a license, limit, suspend, or revoke a teaching license. This authority is granted for a specific list of crimes, including both misdemeanors and felonies. All crimes that must be reported on an application for licensure are:

1. All felonies, whether State or Federal.

2. Any offense of §2907.04, Corruption of a Minor.

3. Any offense of § 2907.06, Sexual Imposition.

4. Any offense of § 2907.07(A) or (C), Importuning

5. Any offense of violence as defined in § 2901.01, both felonies and misdemeanors, including: aggravated murder, murder, voluntary manslaughter, involuntary manslaughter, felonious assault, aggravated assault, assault (both misdemeanor or felony), felonious sexual penetration, aggravated menacing, kidnapping, abduction, extortion, rape, sexual battery, aggravated arson, menacing, arson, disrupting public services, vandalism, aggravated robbery, robbery, aggravated burglary, burglary, aggravated riot, riot, inducing panic, domestic violence, intimidation, escape, aiding escape or resisting authority, illegal conveyance or possession of a deadly weapon or dangerous ordnance on school property, having weapons while under disability.

6. Any theft offense as defined in § 2913.01, both felonies and misdemeanors, including: aggravated robbery, robbery, aggravated burglary, burglary, breaking and entering, safe cracking, tampering with coin machine, unauthorized use of vehicle, theft (misdemeanor or felony), passing bad checks, unauthorized use of property, misuse of credit card, forgery, criminal simulation, making or using slugs, medical fraud, defrauding a livery or hostelry, tampering with records, security writings by deception, impersonating an officer, defrauding creditors, insurance fraud, receiving stolen property, denying access to computer, cheating, corrupting sports, theft in office.

7. Any offense, both felonies and misdemeanors, other than a minor misdemeanor, including: theft of drugs, corrupting another with drugs, trafficking drugs, drug abuse, possession of a drug abuse instrument, permitting drug abuse, deception to obtain dangerous drugs, illegal processing of drug documents, using harmful intoxicants, illegal dispensing of drug samples, offenses involving counterfeit controlled substances.

8. Any similar municipal ordinance or statute from another state.

DUI is not a reportable offense under §3319.31. HOWEVER, if the DUI offense was coupled with another crime (e.g., vehicular homicide or possession of drugs), it may become a reportable offense.
The AYA & World Language Education Professional Year

APPENDIX: FORMS for the METHODS SEMESTER
Methods Block Performance Contract

Student: ___________________________ Teaching Area: World Math Science Social Language Language Studies Arts

Semester of Methods: _______________ Semester of Student Teaching: _______________

This completed and signed form shall serve as an agreement between the Bowling Green State University Adolescent to Young Adult & World Language Education Program Methods Block Student above and the Bowling Green State University Adolescent to Young Adult & World Language Education Program.

When the Methods Student is at the field site, s/he will:
1. Attend each day s/he is assigned to the school during the Methods Block without exception (medical documentation required for absences).
2. Begin each school day at the time the cooperating teacher is expected to be in school and remain at the school until the cooperating teacher is permitted to leave the building.
3. Dress and groom oneself in a manner appropriate for a professional educator.
4. Conduct oneself in a professional manner throughout the Methods Block experience, by adhering to the policies and procedures outlined in the Methods Handbook. This includes (but is not limited to): appropriate use of language and gestures as well as appropriate interactions with administration, faculty, staff and students.
5. Prepare all materials (including bulletin boards, lesson plans, unit plans, tests, quizzes, rubrics, etc.) in a professional, timely manner.
6. Comply with all requests and assignments at the field site.
7. Engage in open and honest professional interactions and accept constructive criticism for growth in a professional manner.
8. Take responsibility for success by initiating discussion with the cooperating teacher regarding lesson planning, classroom management, or other instructional matters.

When the Methods Student is on campus, s/he will:
1. Attend classes each day during Methods Block without exception (medical documentation required for absences).
2. Observe starting and ending times of classes and be present from the beginning of class until the end of class.
3. Conduct oneself in a professional manner throughout the Methods Block experience on campus. This includes (but is not limited to): appropriate use of language and gestures as well as appropriate interactions with faculty, staff and peers.
4. Adhere to all due dates (and times) for assignments.
5. Engage in open and honest professional interactions and accept constructive criticism for growth in a professional manner.

All conditions must be successfully met to remain in the field placement. If the Methods Student is dismissed from his/her placement because he/she has habitually violated any of the above policies, the student will be required to withdraw from Methods Block for the remainder of the semester. No new site will be pursued when the student is removed for inappropriate behavior identified above.

_______________________________________ ___________________________ 
Student Date

_______________________________________ ___________________________ 
Program Coordinator Date
I understand that a Teacher Candidate from the College of Education and Human Development is video taping his/her performance in a classroom in which my child, ________________________, is participating. I authorize you to use my child's voice or likenesses in this program, film, or tape.

This program will be used for the improvement of teacher education and/or for general educational broadcast of non-commercial media use. I expect no monetary compensation from this agreement unless specific written agreements for such compensation are attached hereto at the time of this agreement. I further release Bowling Green State University from any responsibility of liability for the foregoing.

_______________________________________
Signature of Parent or Guardian

_______________________________________
Address

_______________________________________
Date
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Teacher Candidate: ___________________________  Date: ________________

University Mentor: ___________________________  Date: ________________

Classroom Mentor Teacher: _____________________  Date: ________________