

Education Department Handbook

Calumet College of St. Joseph
Education Department

Be Known. Be Successful. Belong.

Updated: 8/1/2023

The Department Handbook of the Education Department at Calumet College of St. Joseph (CCSJ) is designed to provide necessary information and documents regarding the expectations for coursework, field experiences, clinicals, assessments and licensure. This handbook is a reference guide for teacher candidates in the undergraduate, transition to teaching, and master of arts in teaching programs. If you need additional information please contact the following:

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Note: Information contained in this publication is subject to change without prior notice and shall not constitute a binding agreement on the part of Calumet College of St. Joseph.

Table of Contents

Introduction	5
Overview of Calumet College of St. Joseph	
CCSJ Mission Statement	5
History of the Institution	5
Education Department Mission Statement.....	7
Education Department Vision Statement.....	8
Education Department Goals	8
Education Program Outcomes	9
Education Department Faculty & Staff	9
Overview of Education Department	
Education Department Delivery Systems	10
Admission Procedures	11
Phase I: Admission to the Education Program	12
Phase II: Continuation in the Education Department	13
Phase III: Student Teaching Process	14
Phase IV: Professional Educator Licensure.....	15
Appeals Process	15
Course Requirements	16
Teacher Education Seminar	17
Attachments:	
1. Student Teaching Documents	
2. Advising Checklists	
3. Lesson Plan Template & Rubrics	
4. Assessment of Student Learning Directions & Rubrics	
5. CPAST Information	

Introduction

Rooted in a liberal arts foundation, Calumet College of St. Joseph (CCSJ) has been preparing students for teaching careers since its inception in 1951. The collaborative efforts of the CCSJ faculty with teachers from neighboring public, charter, and parochial school systems provide students with a quality curriculum. This linkage has resulted in the sharing of resources and collaboration for pre-service teacher evaluation, practicum placements, continuous assessment, teaching, community learning experiences, and research efforts.

Calumet College of St. Joseph Mission Statement

Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice.

Calumet College of St. Joseph History of the Institution

Calumet College of St. Joseph grew from humble origins. In 1951, St. Joseph's College of Rensselaer, Indiana opened an extension in Lake County, Indiana. It was known as the Calumet Center. Most of its courses were taught in borrowed classrooms provided by Bishop Noll Institute in Hammond and St. John the Baptist Church in Whiting. In 1960, the Board of Control authorized the expansion of this two-year extension into a full four-year, degree-granting College. In doing so, the institution became the first College in the Calumet Region to offer baccalaureate degrees. At that time, St. Joseph's College Calumet Campus moved into a new home, a former furniture store in East Chicago. Classes and administrative work were conducted

in this building, which served the College well for 15 years and later became the Administration Building.

The East Chicago Campus continued to grow throughout the 1960s. Buildings were donated or acquired on Indianapolis Boulevard and Olcott Avenue to provide classroom and office space, a Library, laboratories, a theater, a communications center, and student recreational facilities. In the Summer of 1971, the College was renamed St. Joseph Calumet College. It officially separated from St. Joseph's College on November 15, 1973, when Articles of Incorporation were filed with the State of Indiana. On December 31, 1973, the American Oil Company deeded its research and development facilities and 256 acres of land to Calumet College. The College moved into its new facilities in January 1976 and is now using the largest of the 23 buildings on the site.

The building underwent an initial \$2 million renovation. That and ongoing improvement projects have resulted in a facility that provides an excellent learning environment. The building is efficient and comfortable, and houses a chapel, an art gallery, a Library, a bookstore, and numerous classrooms and meeting rooms. The building is fully accessible to the physically impaired. Calumet College of St. Joseph's facilities can serve more than 2,000 students during any given semester. Library holdings have increased to more than 110,000 items. Parking is ample and free.

The curriculum continues to improve, and the College presently offers programs in some 20 fields of study. The College offers services designed to assist new students in adapting to the pressures and problems facing today's college students, and provides tutoring and mentoring services to ensure student success. Years before it was fashionable, programs were practical and diverse, encompassing four-year baccalaureate degrees, two-year associate's degrees, and one-year certificates. Classes are offered during both the day and the evening. Recently, the College added master's degrees in Public Safety Administration, Education, Quality Assurance and Psychology.

The College is committed to eliminating time and space barriers that impede the pursuit of educational opportunities. Thus, it offers weekend classes, a credit for Life Experience

Program, and course offerings at different sites in Northwest Indiana and Chicago. The College's Accelerated Programs, started in the late '80s, now flourish in communities throughout Northwest Indiana and Chicago. Adults with two years of college credit can attend class one night each week for approximately 18 months at locations near their homes or places of work to earn a B.S. degree in Organization Management, Public Safety Management, or Management Information Systems. Additionally, online and hybrid courses are now being offered in certain academic programs. The new School of Adult Learning now allows those with little or no college credit to earn their Bachelor's Degree in as little as five and a half years attending part-time.

Calumet College of St. Joseph has served as many as 1,900 students in a semester. The student population includes one of the largest percentages of minority students of any independent college in Indiana. Nearly half of the students in the College's master's, baccalaureate, and associate's degree programs are of African-American or Hispanic descent. U.S. News & World Report has named Calumet College of St. Joseph as one of the most diverse four-year institution of higher learning in the Midwest every year since 2000.

In the Fall of 1997, the College launched a capital campaign with a goal of \$5 million over five years. The campaign exceeded this goal and significantly strengthened the College's ability to provide high quality educational programs for Northwest Indiana and Northeast Illinois. In the 2000-2001 academic year, the College launched its first intercollegiate athletic program and joined the National Association of Intercollegiate Athletics. The College now competes in 18 sports and has 180 student athletes.

In 2001, the College was reaccredited for 10 years. In 2007, the College was accepted into the Alternate Quality Improvement or AQIP accreditation process. The first Master's Degree class in Law Enforcement Administration began in 2002 and graduated in May 2003. Master's Degrees in Education and Quality Assurance were initiated in 2006 and a Master's Degree in Psychology was added in 2011.

In 2006, the College initiated a \$7 million capital campaign "Changing Lives, Growing the Vision." There were three components to this campaign: the construction of a

student/community activity center, renovation of the 2400 New York Avenue site to include new science and computer labs, and an increase in the College's endowment. Through the efforts of its family, alumni, and friends, the campaign was successfully concluded in 2011. The student/community activity center, dedicated in 2009, was the first new building in the College's history and testifies to the ongoing vitality and growth of the institution. Continued growth can be seen through the extensive renovations to our campus, including science labs, art studios, library and tutoring center, and other student areas.

Meeting the changing educational needs of the community with relevant, career-focused programs delivered in a friendly student-oriented environment is Calumet College of St. Joseph's formula for success. To this end, two new programs have recently been added to the curriculum: International Studies and Service and General Sciences with concentrations in Sports Science, Life Science, Restoration Ecology and Forensics.

Calumet College of St. Joseph can now boast over 10,000 alumni. We have changed the future, one life at a time. No matter where you happen to be on your road in life, the College has a program for you. Thank you for choosing us as the place where, "You belong".

Education Department Mission

The Education Department of Calumet College of St. Joseph supports the mission of the College to prepare a diverse population for professional careers and graduate education. Guided by a Catholic vision of social justice, the education program empowers teacher candidates to improve their personal lives and to create a more equitable society through education. Our mission, therefore, is to implement justice oriented educational experiences for teacher candidates and professional educators that reflect current theory and best practice in the profession according to three essential and interrelated pillars; professional preparation, continuous and critical reflection, and ongoing personal and professional transformation.

Education Department Vision

The Education Department is deeply committed to the Calumet College of St. Joseph mission to provide quality education for its diverse population which fulfills an essential goal of the College mission: the formation of academic, spiritual, moral and ethical values in support of

social justice and personal responsibility. Through quality education, teacher candidates contribute to the just transformation of values and social structures within society, promoting human dignity, freedom, responsibility, and creativity. Thus, the Education Department contributes to the building of a socially just society wherein the inherent dignity and rights of the individual person are respected and protected in solidarity with others in community.

Drawing from the mission of the College and the values of the Missionaries of the Precious Blood (C.PP.S.), the vision of the department empowers teacher candidates to become effective P-12 educators through the processes of preparation, reflection and transformation. These effective educators demonstrate academic and ethical values and teach students to be morally responsible individuals who prize the acquisition of knowledge for the sake of transforming society towards justice.

Education Department Goals

Five major program objectives have been defined under the three pillars: Preparation, Reflection and Transformation. Program graduates are required to:

1. Demonstrate understanding of how students learn and how they differ by way of understand how students learn and differ by way of **Preparation**.
2. Demonstrate knowledge of what to teach by way of **Preparation**.
3. Demonstrate how to teach effectively as **Transformation**.
4. Demonstrate effective implementation of technology as **Transformation**.
5. Demonstrate continuous personal and professional growth by way of **Reflection**.

These goals are in alignment with the directives of the national teacher preparation accrediting agency CAEP (Council for the Accreditation of Educator Preparation). The Education Department has identified the InTASC Standards as the outcomes to be mastered by the CCSJ teacher candidates in order to demonstrate proficiency as professional educators. The Standards can be found at <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

Additionally, the goals of the department align with the Indiana Department of Education Pedagogy Standards. These standards can be found here:

<https://www.in.gov/doi/files/elementary-ed.pdf>

Education Program Outcomes

In alignment with the directives of the national teacher preparation accrediting agency CAEP (Council for the Accreditation of Educator Preparation), the Education Program has identified the InTASC Standards as the outcomes to be mastered by the CCSJ teacher candidates in order to demonstrate proficiency as professional educators. The Standards can be found at:

<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

Education Department Faculty

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Director, Education Program
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M.B.A., University of Notre Dame, 2010
Ed.D., Northern Illinois University, 2001
M.Ed., DePaul University, 1993
B.A., Earlham College, 1987

Dr. John Shields

Associate Professor in Education
Ph.D., Loyola University, 2004
M.A., University of Notre Dame, 1999
Ph.D., Loyola University, 1987
M.Ed., Loyola University, 1976
B.A., Tolentine College, 1968

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Ph.D., Union Institute & University, 2013
M.S., Bank Street College Graduate School of Education, 2000
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M.Ed., Xavier University, 1992
B.A., Miami University, 1988

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Administrative Certification, Governors State University, 1990
M.S., Governor's State University, 1990
B.S., Southern Illinois University, 1977

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B.A., Southern Illinois University, 1998

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B.A., Marquette University, 2007

Education Department Delivery Systems

Traditional Program- Elementary Cohort Program

- Designed for full-time undergraduate students
- Leads to a Bachelor's degree in elementary education

- Classes run in three-week sessions
- Classes meet Monday-Thursday from 8:00 AM-12:00 PM
- Field and clinical experience as well as student teaching are integrated into program
- Twelve-week student teaching experience required after completion of all coursework

Graduate Program- Transition to Teaching/Master of Arts in Teaching

- Designed for degreed career-changers
- Leads to professional educator licensure
- Classes run in three-week sessions
- Classes meet on Saturdays from 8:00 AM-4:00 PM
- Secondary licensure- 8 months of coursework
- Elementary licensure- 11 months of coursework
- Twelve-week student teaching experience required after completion of all coursework
- Optional “Final Phase”- 15 credits of coursework leads to Master of Arts in Teaching degree in six months

Admission Procedures

All students must be admitted to the college prior to applying to the Education Department. Students must apply through the Admissions Office, located on the first floor of the college (ext. 215). All admissions and transfer of credit are dependent upon previous secondary and post-secondary work, verified by an official transcript and all submitted required records.

As a professional licensure program, the phases outlined here have been created by the Education Department and vetted by the State of Indiana, our accreditors, and the college. The requirements outlined here must be met in order to obtain your Indiana Professional Educator License. Though the Education Department faculty will support student efforts and provide resources, it is ultimately the responsibility of the student to provide documentation and complete the process in order to become licensed.

Phase I

Admission to the Education Program

In addition to admission to the college, students must also apply and be accepted into the professional educator program. The Department offers both a traditional daytime program for undergraduates as well as a transition to teaching program for graduate students.

Admission to the Traditional Cohort Education Program

Students must successfully meet the following requirements:

- Successful completion of a majority of General Education courses
- Undergraduate cumulative GPA of at least 2.50 on a four-point scale
- Successful completion of EDUC 200 and EDUC 405 (C or higher)
- Demonstration of basic skills proficiency through testing
 - SAT: minimum 530 math and 530 Evidence-Based Reading
 - ACT: minimum composite score of 20
 - Praxis CORE: minimum 165 in Math, Reading, and Writing
- Criminal History Clearance via Safe Hiring Solutions (must be updated annually)
- Submit completed application with all documentation to Education Department

Admission to the Transition to Teaching Program

Transition to Teaching (T2T)/Master of Arts in Teaching (MAT), a federal/state mandated alternative teacher certification program, is designed to license individuals who possess a bachelor's degree. The admission requirements for Transition to Teaching/Master of Arts in Teaching include:

- Graduate Application
- \$25 Application Fee (non-refundable)
- Statement of Purpose
- Two Letters of Recommendation
- Criminal History Clearance via Safe Hiring Solutions (must be updated annually)
- Current Resume
- Successful completion of academic skills testing
 - SAT: minimum 530 math and 530 Evidence-Based Reading
 - ACT: minimum composite score of 20
 - Praxis CORE: minimum 165 in Math, Reading, and Writing
- Official Transcripts with 3.0 or higher GPA
- Transcript Review with License Advisor
- CCSJ Acceptance

Phase II

Continuation in the Education Program

The Education Program, (Phase II), requires a performance review of teacher candidates by the Education Department advisor each semester. The review includes examination of the candidate's Academic Plan (*Refer to Attachment I: Academic Plan*), grade point average in content courses, education courses, overall G.P.A., and discussion of any dispositional issues that may have arisen during the semester.

Continuing Education students must meet the following assessment requirements:

- Have at least one academic advising session each semester
- Meet all programmatic advising checkpoints
- Demonstrate professional knowledge, disposition, and performance
- Have no education course grade below a C
- Maintain a GPA of 3.0/4.0 in education courses
- Maintain an overall GPA of 2.5/4.0
- Complete all clinical experience in an accredited school and in the content area in which the candidate will be initially licensed
- Register for and attend Education Seminars (EDUC 299) each semester
- Maintain a current Criminal History Clearance through SafeHiring Solutions (updated every 12 months)
- Successful completion of key assessments during the Foundational I (primary focus on learners and learning), Foundational II (growing focus on instructional practice, and Clinical Transformation (beginning integration of learners and learning, content competence, instructional practice, and professionalism) sequence of courses.
 - Key assessments during the Foundational I sequence
 - Disposition Assessment
 - Foundational Assessment
 - Key assessments during the Foundational II sequence
 - Lesson Plan Assessment
 - Assessment of Student Learning Assessment
 - Key assessments during the Clinical Transformation sequence
 - Lesson Plan Assessment
 - Assessment of Student Learning Assessment
 - Teaching Evaluation Assessment (Pre-CPAST Assessment)

Candidates who have not met all the above criteria will receive a letter from the Education Department informing them of their deficiencies or a letter of non-continuation in the program. If a candidate receives a letter of non-continuation yet wishes to return to the program, the candidate may apply to the Education Program only after a two-year waiting period.

Phase III

Student Teaching Process

Student teaching is the culminating or capstone experience in the professional preparation of teacher candidates. Building on professional preparation and reflection leading to transformative practice, the student teacher engages in classroom teaching responsibilities to prepare for full entrance into the education profession.

Application Acceptance for Student Teaching

The teacher candidate completes a student teaching application (*Refer to Attachment 3: Student Teaching Application*) and submits it to the Clinical Director. The applicant is assessed on the successful completion and submission of the following:

- Current resume
- Current philosophy of education
- Minimum cumulative grade point average of 2.50/4.00
- Minimum G.P.A. 3.00/4.00 in Professional Education courses
- Current Criminal History Clearance (valid through student teaching)
- Completion of all prerequisite education and major content courses
- Student teaching application
- Successful completion of all appropriate key assessments

The Teacher Candidate not approved for student teaching will receive a letter indicating a reason and/or reasons for the denial. Candidates may discuss the denial with the Clinical Director and the Department Chair.

Phase IV

Professional Educator Licensure

Teacher candidates must meet the following criteria to apply for an Indiana State License.

To apply for a State of Indiana license, all teacher candidates must successfully meet the following qualifications:

- Complete student teaching with a minimum grade of “B”
- Have no unresolved dispositional issues within the College or Education Department
- Successful completion of all key assessments
 - Lesson Plan Assessment
 - Assessment of Student Learning Assessment
 - Teaching Evaluation Assessment
 - Reflection Journal Assessment
- Successful completion of all State of Indiana required content and pedagogy exams for elementary or secondary education
- Positive recommendation from the CCSJ Licensing Officer/Advisor to the State of Indiana to license candidate
- Current CPR (adult, child and infant) and AED card/certification
- Proof of Suicide Prevention Training
- Any other additional requirement mandated by the State of Indiana for an initial teaching license
- Submit license application (online) by way of LVIS

Appeals Process

Candidates who have received a letter of non-continuation may appeal the decision in writing to the Education Department faculty. The Education Department faculty reviews documentation and makes a recommendation to the Education Program Director.

Candidates may pursue further appeal to the VPAA according to procedures indicated by the VPAA.

Course Requirements

Undergraduate

- College General Education Requirements
 - Social Science Gen Ed choices must be PLSC 220 and HIST 110
- EDUC 299 Seminar each semester
- Education Coursework
 - EDUC 200: Introduction to the Teaching Profession
 - EDUC 300: Educational Psychology
 - EDUC 311: Foundations of Education
 - EDUC 313: Child Development
 - EDUC 315: The Effective Educator
 - EDUC 342: Designing Curriculum & Learning Plans
 - EDUC 370: Assessment of Student Learning
 - EDUC 391: Diversity, Equity, and Education
 - EDUC 392: Best Practices for English Language Learners
 - EDUC 405: Children's Media & Literature
 - EDUC 430: The Exceptional Child
 - EDUC 436: Creating Positive Learning Environments
 - EDUC 481: Emergent Literacy
 - EDUC 483: Best Practices in English/Language Arts & Social Studies
 - EDUC 484: Reading Assessment & Intervention
 - EDUC 485: Best Practices in Math & Science
 - EDUC 488: Integrating Arts, PE, & Health into the Classroom
- Student Teaching Capstone

Transition to Teaching: Elementary Licensure

- Bachelor Degree from accredited university
- EDUC 299 Seminar each semester
- Education Coursework
 - EDUC 500: Educational Psychology
 - EDUC 502: Foundations of Education
 - EDUC 504: Child Development
 - EDUC 516: Designing Curriculum & Learning Plans
 - EDUC 518: Assessment of Student Learning
 - EDUC 522: Children's Media & Literature
 - EDUC 524: The Exceptional Child
 - EDUC 520: Creating Positive Learning Environments
 - EDUC 528: Emergent Literacy
 - EDUC 534: Best Practices in English/Language Arts & Social Studies
 - EDUC 536: Reading Assessment & Intervention
 - EDUC 538: Best Practices in Math & Science
- Student Teaching Capstone

Transition to Teaching: Secondary Licensure

- Bachelor Degree in content area from accredited university
- EDUC 299 Seminar each semester
- Education Coursework
 - EDUC 500: Educational Psychology
 - EDUC 502: Foundations of Education
 - EDUC 506: Adolescent Development
 - EDUC 516: Designing Curriculum & Learning Plans
 - EDUC 518: Assessment of Student Learning
 - EDUC 524: The Exceptional Child
 - EDUC 512: Best Practices for Secondary Reading Instruction
 - EDUC 526: Best Practices for Secondary Instruction
 - EDUC 554: Best Practice for Secondary Instruction in Content Area
- Student Teaching Capstone

EDUC 299- Teacher Education Seminar

The Education Department offers two seminars each semester. These required professional development events address current issues, timely concerns, and employment procedures often not addressed in other courses. All teacher candidates are required to attend all seminars.

Concluding Remarks

Calumet College of St. Joseph has transformed competent teacher candidates into professional exemplary teachers for many years. The Education Department strives to continuously adapt to the changing responsibilities of the modern education professional. Together with candidates, the Education Department remains dedicated to providing quality teachers who have a meaningful impact on the diverse needs of Indiana students. The Education Department Chair welcomes any comments or suggestions for the improvement.

Attachments

The following attachments are included in this handbook for your convenience. These attachments may be updated without notice. The most recent updates will be provided through Blackboard or by a member of the Education Department as needed.

Please note that to open the attachments in this section, you may need to double click or use control and click simultaneously.

Attachments:

1. Student Teaching Documents
2. Advising Checklists
3. Lesson Plan Template & Rubrics
4. Assessment of Student Learning Directions & Rubrics
5. CPAST Information

Student Teaching Documents

The teacher candidate must complete and submit a student teaching application by the beginning of the semester prior to student teaching. All appropriate and current documentation must be attached to the application in order for it to be considered by the Education Department. The Cooperating & Student Teacher Handbook provides an overview of procedures and expectations for the student teaching experience as well as all pertinent attachments for the capstone experience.



Cooperating &
Student Teacher Hand



Student Teaching
Application

Academic Advising Checklists

The academic plans outlined here will be reviewed during each advising appointment to insure student is on track toward graduation and licensure.



Elementary
Transition to Teachi



Secondary T2T
Checklist



Undergraduate
Checklist

Lesson Plan Template & Rubrics

Student teachers are expected to provide professional lesson plans in the required format for each week of the student teaching capstone. These lesson plans should be kept in a binder at available for the Supervisor and Cooperating teachers when requested throughout the capstone experience. The required CCSJ template as well as scoring rubrics are in the files below.



CCSJ Lesson Plan
Template



Elementary Lesson
Plan Rubric



Secondary Lesson
Plan Rubric

Assessment of Student Learning

One of the Key Assessments of the Department is the Assessment of Student Learning. Though these skills are developed through the course series, teacher candidates are expected to demonstrate mastery during the student teaching capstone. This three-part project will guide teacher candidates to provide evidence of these skills. A brief description of each part of the assignment is below, along with links to documents that include complete directions and the assessment rubric for each section.

Part 1: Assessment of Student Learning Creation

Student Candidates will create an assessment to facilitate student growth. The assessment will monitor student progress across a unit and guide candidate planning and student learning. Therefore, the assessment must include multiple behavioral objectives, be connected to Indiana content standards, and reflect various levels of Bloom's Taxonomy.

Part 2: Using Assessment to Plan Instruction (Pre-Assessment Analysis)

Student Candidates will analyze the results from the Pre-Assessment and use the analysis to plan unit instruction. Candidates will look at data from the whole group to plan instruction around common gaps in knowledge and/or skills. Additionally, candidates will use analysis of individual students to help plan small group instruction. Using the data, candidates will plan formative assessments to check student growth throughout the unit.

Part 3: Analysis of Student Learning Growth

Student Candidates will compare the results from the pre- and post-assessment to understand student learning. Candidates will analyze at data from each behavioral objective at the individual, small group, and whole group levels. Based on this analysis, candidates will reflect on their instruction and discuss future changes in teaching similar content.



Assignment
Directions



Part 1: Assessment
Creation Rubric



Part Two: Planning
Instruction Rubric



Part 3: Analysis of
Growth Rubric

CPAST Information

The Education Department has chosen the CPAST Rubric to assess student teachers during this capstone clinical experience. Per information provided on the Ohio state website, the CPAST Form was researched and developed by VARI-EPP. It is a valid and reliable formative and summative assessment during the student teaching practicum.

The form has two subscales: Pedagogy (13 rows) and Dispositions (8 rows). And each of the 21 rows contains detailed descriptors of observable, measurable behaviors to guide scoring decisions. University supervisors are required to complete a self-paced 90-minute online training module before using the instrument. And an additional “Look Fors” resource is also available to provide and elaborate on the qualities and behaviors for a given level of performance of each row (i.e., evidence and sources of evidence).

CCSJ Supervisors and Clinical Director have gone through training and will guide cooperating teachers and student teachers through the process of effectively implementing the CPAST rubric. Per our agreement with Ohio State University, the actual rubric with “look fors” is not permitted to be shared digitally. Copies of the rubric are provided at the student teaching orientation meeting, and additional copies can be obtained from the Education Department office, from your CCSJ supervisor during a visit, or at one of the EDUC 299 seminar meetings.

More information about the CPAST rubric can be found here: <https://ehe.osu.edu/accreditation-placement-licensure/accreditation/candidate-preservice-assessment-student-teaching-cpast/>