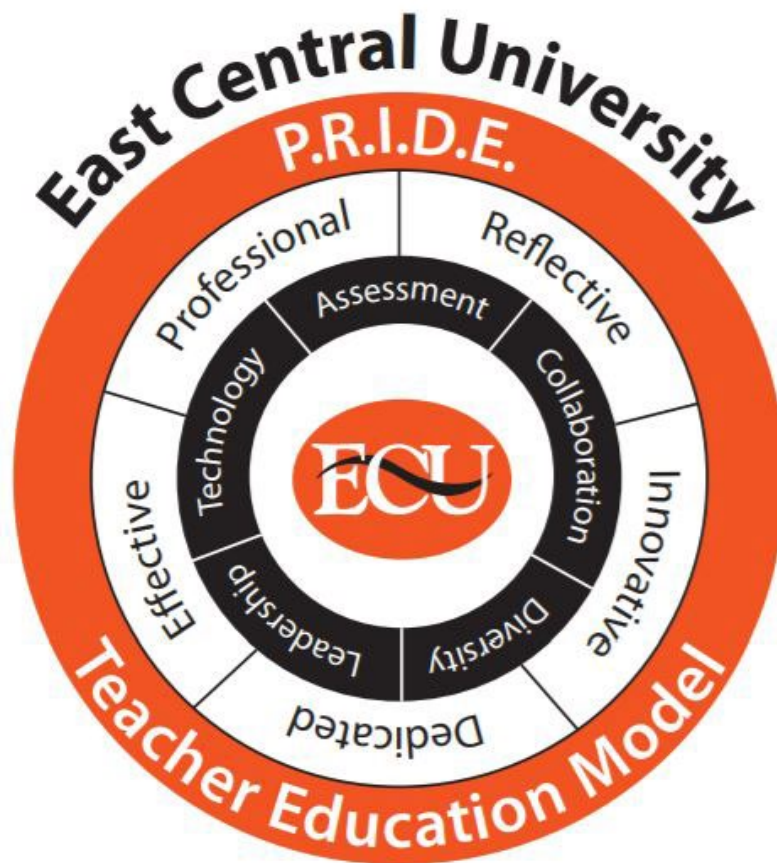


East Central University
College of Education and Psychology
Education Department



Teacher Education Handbook
2026-2027





East Central University
College of Education and Psychology
Department of Education
Teacher Education Handbook



Contents

CHAPTER 1: Introduction to the Teacher Education Program.....	5
Welcome.....	5
Purpose of the Handbook.....	5
Mission Statements	5
Unit Beliefs.....	5
Philosophy	6
Conceptual Framework.....	6
Council for the Accreditation of Educator Preparation (CAEP) Standards	8
Code of Ethics of the Education Profession.....	9
Initial Teacher Certification Programs.....	10
Teacher Certification Programs of Study.....	11
(InTASC).....	11
Administration in Absence of Policy	12
Definitions	12
CHAPTER 2: Teacher Education General Information.....	14
Professional Education Sequence.....	14
Undergraduate Student Admission Process	14
Transfer Student Admission Process.....	15
Field Experience and Student Teaching	16
Requirements for Retention and Graduation in Teacher Education.....	16
Professional Dispositions.....	16
Plan of Improvement, Suspension, Dismissal, and Appeals.....	18
Teacher Education Committee (TEC).....	19
Professional Education Committee (PEC).....	20
Teacher Certification.....	20

Recommended Timetable to Take Oklahoma Certification Assessments.....	21
Pathways to Teacher Education Certification in Oklahoma	21
CHAPTER 3: Professional Blocks & Field Experience	23
General Placement Policy	23
Coordinator of Field Experiences.....	24
Field Experiences I, II, and III General Requirements	24
Professional Block I.....	25
Professional Block II.....	26
Professional Block III.....	26
Application Requirements for Field Experiences.....	27
Standards of Professionalism During Field Experiences	28
Professional Education Block Activities.....	28
CHAPTER 4: Student Teaching.....	32
Overview of Student Teaching.....	32
Placement.....	34
Student Teaching Experience	35
Student Teaching Clinical Educators and Support.....	38
Evaluation	41
Professional Expectations and Accountability	43
CHAPTER 5: Key Assessments.....	44
Introduction	44
Key Assessments	44
InTASC Standard Key Assessment Reflection Expectations.....	45
InTASC Standard Key Assessment Rubric.....	45
Appendix.....	48

CHAPTER 1: Introduction to the Teacher Education Program

Welcome

Congratulations upon your interest in becoming a member of the teaching profession. In addition to being one of the largest professions, teaching may be considered basic to all other professions. In other words, other professions are made possible through the work of early childhood, elementary, middle, and high school teachers.

Becoming a successful teacher presents a greater challenge today than at any previous time in history. Students and families expect more from schools and teachers than in previous centuries. Pressures applied by students, families, and the profession itself, to find improved ways of teaching, have led to the development of new programs and instructional strategies such as inquiry-based learning, simulation games, computer-assisted instruction, and diverse learning materials. Teachers are being challenged to utilize new approaches in an effort to improve learning. Furthermore, schools and teachers today are dealing with a student population, which is considered more knowledgeable than previous generations due to such factors as mass media, population mobility, shifts from rural to metropolitan areas, and globalization of society.

Those wishing to become effective teachers have the benefit of improved teacher preparation programs. For East Central University (ECU) students who are personally and professionally qualified, teaching offers a genuine challenge and an opportunity to make a major contribution to the improvement of society and to impact the lives of students forever.

Purpose of the Handbook

The purpose of this handbook is to provide information related to the process of completing the Teacher Education Program at ECU and acquiring a traditional teacher certification in Oklahoma. The teacher candidate is responsible for reading and understanding the policies and procedures outlined in the handbook.

Mission Statements

In order to define the goals, ethics, and culture of ECU's Teacher Education Programs, the following mission statements are used to guide decisions and the direction of the programs.

University

To prepare students for tomorrow's world through a dynamic and diverse learning experience.

College of Education and Psychology

The College of Education and Psychology's mission is to provide quality programs that prepare students to enter careers in the fields of Education, Psychology, Health, and Kinesiology. Academic preparation requires traditional general studies, professional studies, and specialty coursework.

Unit Beliefs

All education programs at East Central University believe the role of an excellent teacher is to:

- provide a fundamentally sound, research-based approach to teaching that directly and positively affects student learning;
- create a safe and secure learning environment where all students can learn;
- develop the potential of every student to gain an appreciation of learning;

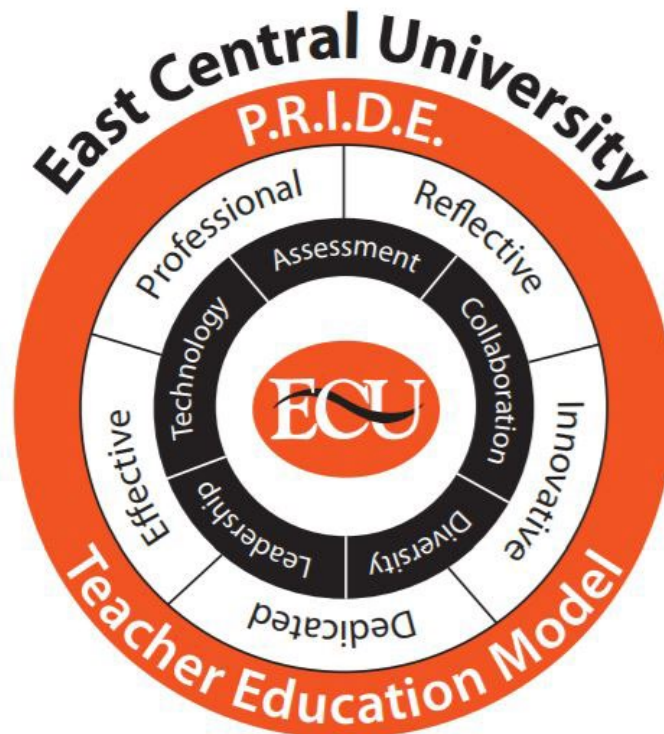
- help every student acquire the basic skills and repertoire of thinking strategies for constructing and evaluating knowledge; and
- foster and enhance every student's self-esteem.

The Teacher Education Program faculty members are committed to the belief that all students can learn and that they deserve the highest quality education. Faculty members strive to ensure that teacher candidates and graduates share and act upon this belief, thus meeting the needs of their students and the school systems they serve. Furthermore, the faculty believes that it is the right of every student to be taught by a highly qualified teacher. Highly qualified graduates of ECU demonstrate the knowledge, skills, and professional dispositions necessary to positively impact student learning.

Philosophy

The faculty of the College of Education and Psychology at East Central University believes that teacher education graduates must reflect the highest ideals of the teaching profession. Educators must possess knowledge in the traditional areas of scholarly endeavors as well as in pedagogy. The Teacher Education Program follows the philosophy that the effective teacher must be able to translate theory into practice, which includes developing and adapting education strategies to meet the needs of all diverse learners.

Conceptual Framework



The conceptual framework model developed, adopted, and implemented by the East Central University's professional education unit is based on current research and sound professional practice (Figure 1). The PRIDE Teacher Education Model reflects the unit's beliefs that professionals engage in reflective practices that lead to improved instruction (Robichaux & Guarino, 2012); that professionals are confident in their ability to use innovative pedagogy to create relevant lessons to engage ALL learners (Tenuto, P. 2016); that professionals inspire the belief in their students that they have value and potential; and that professionals never underestimate their contributions to a student's success (Jimerson & Gaddock, 2015).

The PRIDE conceptual framework was established to reflect the university's mission: "...to foster a learning environment in which students, faculty, staff, and community interact to educate students for life in a rapidly changing and culturally diverse society", as well as the philosophy of the Department of Education: "The faculty believe that teacher education graduates must reflect the highest ideals of the teaching profession. They must possess knowledge in the traditional areas of scholarly endeavors, as well as knowledge of effective pedagogy." The unit adopted the unifying phrase "Professional, Reflective, Innovative, Dedicated, and Effective Teacher Education Model", or its acronym PRIDE, to represent the model.

The PRIDE Teacher Education Model also incorporates underlying themes of assessment, collaboration, diversity, leadership, and technology, which are integrated throughout each program of study. These themes are identified by the Interstate Teacher Assessment and Support Consortium (InTASC), as well as the Council for the Accreditation of Educator Preparation (CAEP) as vital components of educator preparation programs. Graduates from our educator preparation program are therefore prepared to ensure that "all students are afforded the opportunity to engage in quality education as part of the social contract" (OECD, 2016). The ECU model was reviewed by stakeholders in meetings and through electronic communication during 2017 and revised to more clearly align terminology and expectations utilized in contemporary K-12 public schools.

The unifying concept "Professional, Reflective, Innovative, Dedicated, and Effective Teacher Education Model", or its acronym PRIDE, evolved from best practices research, as well as relevant, effective, instructional practices used in the classroom (Bruner, Bloom, Gardner, Maslow, Rogers, InTASC and CAEP). ECU strives to develop proud educators who see themselves as *professional* change agents who have the knowledge and skills necessary to transform the lives of their students, their schools, and their communities. In order to develop this sense of teacher efficacy, ECU's professional education programs instill *reflection* as an ongoing part of the teaching cycle. As mentioned in multiple studies and articles, an *effective* educator engages in *reflection* over his or her instruction and interactions (Dewey, 1933; Council for the Accreditation of Educator Preparation, 2013; Council of Chief State School Officers, 2011; Ruth, 2012). According to the Gates Foundation, *reflecting* on the practice of teaching, whether through videos, test scores, surveys, observations, or in discussions with others, allows for educator improvement (Gates, 2011).

ECU's educator preparation program also encourages pre-service teachers to think divergently and to embrace *innovation*. According to Edwards (2014), "Our kids learn within a system of education devised for a world that increasingly does not exist". Therefore, to be relevant in the classroom, educators must use *innovative* tools, challenging content, and active instruction. ECU's teacher preparation program provides and models instructional tools that encourage creativity, problem solving, and active learning. ECU teacher graduates are prepared to teach students the hard and soft skills necessary to be competitive in today's job market.

With the changing dynamics of the classroom makeup, it is imperative that teachers be culturally responsive and *dedicated* toward meeting the needs of all students. According to Bui & Fagan (2013), "Culturally responsive teaching has been defined as 'using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them'" as cited in Gay, 2000, p. 29. Teacher candidates at ECU participate in multiple field experiences to engage with diverse students in diverse school settings. Teacher candidates also prepare lessons, activities, and case studies to develop culturally responsive teaching skills. Whipp (2013) found that *effective*, socially-just teacher education programs prepared educators who are able to engage with students in "culturally responsive ways and also act as critical change agents in schools and society" (p. 454). ECU's teacher candidates graduate as culturally responsive educators

capable of collaborating with students, parents, guardians, administrators, and community members *dedicated* to meeting the needs of all students.

ECU's educator preparation programs are built around the tenants of the PRIDE conceptual framework. Program completers *are* professional, reflective, innovative, and dedicated educators who positively impact students, schools, and communities. They are able to make a positive impact by utilizing the embedded knowledge and skills related to assessment, collaboration, diversity, leadership, and technology. Program completers leave ECU's program as leaders in the education field. Teacher leaders have a tremendous influence on school-wide instruction or policy. They are increasingly recognized as tremendous levers for reform (Stein, Macaluso & Stanulis, 2016).

A cycle of continuous improvement is embedded in the Educator Preparation Program at East Central University to ensure all stakeholders that program completers have the knowledge, skills, and professional dispositions necessary to be *effective* teachers. Program completers who leave East Central University have demonstrated mastery of state and national standards, as well as program specific standards. The assessment plan built into the educator preparation program provides feedback to teacher candidates throughout the program. Prior to certification teacher candidates must complete rigorous coursework and a comprehensive performance assessment. Candidates must have positive evaluations on all field and clinical experiences. At the end of their program teacher candidate has earned the right to be called "teacher" and leave East Central University with PRIDE in their accomplishments and with their chosen profession.

Council for the Accreditation of Educator Preparation (CAEP) Standards

ECU's Teacher Education Program maintains accreditation through the Council for the Accreditation of Educator Preparation (CAEP). The CAEP accreditation process includes ECU meeting rigorous program standards, evaluated every 7 years through a peer review process. CAEP standards incorporate Interstate Teacher Assessment and Support Consortium (InTASC) standards, which set forth the expectations for effective teachers. The CAEP standards are listed below:

Standard 1. Content and Pedagogical Knowledge: The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Standard 2. Clinical Partnerships and Practice: The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

Standard 3. Candidate Recruitment, Progression and Support: The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

Standard 4. Program Impact: The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Standard 5. Provider Quality Assurance System and Continuous Improvement: The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

Code of Ethics of the Education Profession

Teacher Preparation programs at ECU have adopted the Code of Ethics of the education profession as adopted by the 1975 NEA representative assembly. At ECU students are introduced to the Code of Ethics during EDUC 2012, Diversity in American Education, principles are followed throughout the program, and student teachers complete an assessment, which measures the Code of Ethics. The Code of Ethics can be found at: <http://www.nea.org/home/30442.htm> as well as below. In addition to the NEA Code of Ethics, students study and are expected to adhere to Oklahoma's Standards of Performance and Conduct for Teachers found at: <https://oklahoma.gov/content/dam/ok/en/osde/documents/services/accreditation/STANDARDS%20OF%20PERFORMANCE%20AND%20CONDUCT%20FOR%20TEACHERS.pdf>

Preamble

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

Principle 1: Commitment to the Student- (as measured by InTASC Standards 1, 2, 3)

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

- Shall not unreasonably restrain the student from independent action in the pursuit of learning.
- Shall not unreasonably deny the student's access to varying points of view.

- Shall not deliberately suppress or distort subject matter relevant to the student's progress.
- Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- Shall not intentionally expose the student to embarrassment or disparagement.
- Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly—
Exclude any student from participation in any program
- Deny benefits to any student
- Grant any advantage to any student
- Shall not use professional relationships with students for private advantage.
- Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II: Commitment to the Profession- (as measured by InTASC Standards 9 and 10)

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

- Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
- Shall not misrepresent his/her professional qualifications.
- Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
- Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
- Shall not assist a non-educator in the unauthorized practice of teaching.
- Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
- Shall not knowingly make false or malicious statements about a colleague.
- Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Initial Teacher Certification Programs

Based on its accreditation and program approvals granted by the Office of Educational Quality and Accountability, ECU is authorized to recommend candidates for certification in the following areas to the Oklahoma State Department of Education (OSDE).

CERTIFICATE AREA	GRADE LEVEL	CERTIFICATION TESTS REQUIRED
Art	PK-12	OSAT (102)
Early Childhood	PK-3	OSAT (205)
Elementary	1-8	OSAT (two subtests), Subtest 1: Reading/Language Arts (150)

		Subtest 2: Math/Sci/SS/Health & Fitness/Fine Arts (151)
English	6-12	OSAT (207)
History/Social Studies		
US History/OK History Government/Economics	6-12	OSAT (117)
World History/ Geography	6-12	OSAT (118)
Mathematics		
Intermediate Mathematics	6-12	OSAT (225)
Advanced Mathematics	6-12	OSAT (111)
Music		
Instrumental/General Music	PK-12	OSAT (201)
Vocal/General Music	PK-12	OSAT (203)
Science		
Biological Science	6-12	OSAT (110)
Chemistry	6-12	OSAT (104)
Physical Science	6-12	OSAT (113)
Earth Science	6-12	OSAT (108)
Physics	6-12	OSAT (114)

Teacher Certification Programs of Study

East Central University's Department of Education offers professional preparation leading to teacher certification. The following links provide both the suggested 4-year degree plan as well as the degree checklist for each program for the current year as well as previous years:

<https://www.ecok.edu/academics/catalog> The Catalog Year will match the year a student enters the university as long as he or she attends school consecutively.

Interstate Teacher Assessment and Support Consortium (InTASC)

The Oklahoma Office of Educational Quality and Accountability has adopted the Interstate Teacher Assessment and Support Consortium (InTASC) as the standards for Oklahoma educator preparation programs. The InTASC sets forth the expectations of effective teachers through the following ten standards. These standards were developed in April of 2011. The InTASC standards, which each Teacher Education Program candidate must demonstrate mastery of, are as follows:

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Administration in Absence of Policy

The Dean of the College of Education or Education Chair shall be approved to make discretionary decisions or take actions when an activity or situation arises that is not fully addressed by policy. These decisions or actions must align with the goals and purpose of the Teacher Education Program. In these instances, the Dean or Education Chair shall notify the Professional Education Committee.

Definitions

In order to function as a cohesive unit, terminology must be defined for all participants. The following are terms used throughout the Teacher Education Program at ECU:

Candidate: A candidate, sometimes referred to as a teacher candidate, is a student who is enrolled in Teacher Education courses. These students are normally completing their sophomore, junior, or senior year.

Cooperating Teacher: A cooperating teacher is a mentor teacher in a local school who is overseeing student teaching experience of a candidate. A cooperating teacher is vital to the growth of a candidate and is a necessary partner to the Department of Education.

Host Teacher: A certified teacher with at least one year of experience who is observed by Block I, II, or III candidates.

OSAT: The Oklahoma Subject Area Test (OSAT) must be passed with at least a 240 by candidates seeking teacher education certification in Oklahoma.

University Supervisor: A university supervisor is an instructor or professor from ECU. He or she is knowledgeable in the process of student teaching and is viewed as a partner with the cooperating teacher and student teacher during the student teaching semester.

Tiger PRIDE Notes

I am struggling to decide what grade level or content area I want to teach. Who can I talk to about my decision to become a teacher? When deciding what grade level, content area, or location you are wanting to teach, discuss your options with any (and maybe all) of the following individuals: friends/colleagues, parents/guardians, extended family, former teachers, current instructors, cooperating teachers, advisees, and your program director.

If I am having issues with an instructor, advisor, or cooperating teacher, with whom can I discuss this issue? If you have an issue, discuss it with the following people in this order: The instructor, advisor, Coordinator of Field Experiences (if an issue in field experience), or cooperating teacher that there is an issue with and try to determine a solution.

Email or meet with your advisor to discuss the issue.

Email or meet with your program director to discuss the issue.

Once all of the attempts have been made and there is still no change, you may set a meeting with the Department Chair.

If suggestions from the program director and/or department chair do not work, schedule a meeting with the Dean of Education and Psychology.

Note: Complaining about the issue to friends, classmates, other instructors, or friends on social media or face-to-face is not part of the chain of communication for effectively resolving issues and could result in an Anecdotal Note or Disposition Concern.

Why do I have to complete key assessments during the Professional Education Block Sequence? As a requirement, students are required to demonstrate mastery of the InTASC standards. In order for the College of Education and Psychology to continue to gather growth data, each teacher candidate must master the knowledge, skills, and attitudes/dispositions necessary through the completion of the key assessments to become an effective teacher.

When I graduate with my bachelor's degree, will I be a certified teacher? As long as you have successfully completed the certification exams (OSAT), completed a background check, and successfully completed your bachelor's degree with a 2.50 GPA or higher, you can apply to the state of Oklahoma for a teacher's certification upon completion of your bachelor's degree.

CHAPTER 2: Teacher Education General Information

Professional Education Sequence

All teacher education students are required to complete the professional education sequence as part of their teacher education program. The following is the required course sequence for teacher candidates and is a guide for successful completion of their program. The blocks are sequential and there are prerequisites to some of the courses in the professional education sequence. The prerequisites are listed in the University Catalog.

OPEN – Taken after General Psychology (normally completed before acceptance into Teacher Education)

PSYCH 3463 Child and Adolescent Psychology (prerequisite for EDPSY 3513)

EDUC 2402 Survey of Exceptional Child

BLOCK I– Sophomore Year (4 Hours)

EDUC 2012 Diversity in American Education

EDUC 2631 Foundations of Education Technology

EDUC 2211 Field Experience I

BLOCK II – Junior Year (4 Hours)

EDPSY 3513 Educational Psychology

EDUC 3001 Field Experience II

BLOCK III – First Semester Senior Year (5 Hours)

EDUC 4042 Strategies for Effective Teaching in Elementary and Early Childhood Education
Or

EDUC 4052 Effective Teaching in Secondary Education (For all secondary education teacher certification majors)

EDUC 4632 Educational Technology Integration Strategies

EDUC 4611 Field Experience III

BLOCK IV – Last Semester Senior Year (12 Hours)

EDUC 4262 Student Teaching Seminar I

EDUC 4282 Student Teaching Seminar II

EDUC 4954 Supervised Student Teaching Elementary Schools*

EDUC 4964 Supervised Student Teaching Grades PK-12*

EDUC 4974 Supervised Student Teaching Secondary Schools*

*Depends on a student's program of study. Students are required to be enrolled in the appropriate section twice.

Undergraduate Student Admission Process

Students considering teacher education as a program of study must apply for admission into the Teacher Education Program. Applications for admission will be completed while enrolled in EDUC 2012 - Diversity in American Education.

A student must meet the following criteria to be admitted to the Teacher Education Program:

1. Submit a completed “Admission for Teacher Education Application” form. Applications can be obtained from the Department of Education.
2. Have completed at least 44 credit hours with a 2.5 GPA or higher.
3. Achieve a “C” or above in ENG 1113 Freshman Composition I, ENG 1213 Freshman Composition II or HNRS 2313 Enduring Questions: Perspectives from Rhetoric and Research (Honors Students Only), and COMM 1113 Fundamentals of Human Communication. The student can be currently enrolled in these courses but may not progress to professional block II without achieving a “C” or better upon completion of each course.
4. Receive a satisfactory recommendation from an education faculty review committee. This review committee will conduct an interview and review a student’s disposition record when considering an applicant.
5. Provide documentation of experiences working with children/youth. (completion of EDUC 2211 Field I or concurrent enrollment will satisfy this state requirement) as required by the state.
6. Provide a background check showing they have not been convicted of a felony, any crime involving moral turpitude or a felony violation of the narcotic laws of the United States or the State of Oklahoma within the preceding ten-year period.
7. Meet one of the requirements as outlined by OSRHE 3.21.2 in the OSRHE Academic Affairs Policy and Procedures manual.

At the end of the Teacher Education Program admission process, the applicant will either be admitted, conditionally admitted, or denied admittance. The department will notify each applicant in writing about their admittance status into the program.

Applicants may be conditionally admitted if they meet all admission criteria except 4 or 7. If conditionally admitted, the students will meet with the department chair to discuss the unmet criteria and the time line for meeting the requirements. This conditionally admitted status into the Teacher Education Program for applicants will extend, as deemed appropriate by department chair, for no more than two semesters, and students will not be allowed to enroll in Block 3 courses unless all criteria have been met.

When the conditionally admitted student meets the criteria, on or before the established time line, they shall notify the Education Chair. The Education Chair will evaluate the student’s progress and, if verified, will notify the student in writing about their program status.

If the student conditionally admitted fails to meet the criteria on or before the established time line, they shall be removed from the Teacher Education Program. Removal from the program for failure to meet all admission criteria after receiving conditionally admittance is nonappealable

If an applicant is denied admittance during the initial application process, the Education Chair’s notification shall identify the criteria they failed to meet and the process for appealing the decision.

Transfer Student Admission Process

Transfer students who have been admitted to a teacher education program at a sister institution must provide the Coordinator of Field Experiences with his/her letter of acceptance. After having been admitted to the university, transfer students who have completed some professional education at another institution report to the Office of the Dean of the College of Education and Psychology. In the Dean’s Office, these transfer students (1) complete the “Application for Teacher Education”, (2) have their college transcripts reviewed for sufficient GPA, and (3) have their completed coursework reviewed by the Coordinator of Field Experiences. Such transfer students are not permitted to enroll in, or continue in, the professional education sequence or education methods courses until they have satisfactorily completed admission requirements.

Transfer students who have not begun a teacher education program (professional education sequence) at another institution, begin the admission process with other non-transfer students in the Block I semester.

Field Experience and Student Teaching

Teacher candidates at ECU have the opportunity to work directly with PK-12 students during three field experiences and Student Teaching in different school districts; therefore, candidates are given opportunities to experience and adapt to a variety of settings, teaching styles, grade levels, and diverse urban and rural student populations. The teacher candidates receive direct instruction, formal evaluation, and feedback throughout the experiences. The integration of theory and practice, which is evaluated through key assessments, is stressed throughout Field Experience I, II, III, and Student Teaching. Altogether, candidates participate in 75 Field Experience hours and 480 Student Teaching hours.

Requirements for Retention and Graduation in Teacher Education

Students admitted to the Teacher Education Program must maintain their eligibility by meeting the Education Department's professional dispositional and academic standards. The Teacher Education Program has an ongoing informal evaluation, and specified reviews of teacher education majors regarding continued eligibility for retention, certification, and graduation in teacher education. The following is the review procedure for retention:

1. A continuous informal evaluation occurs for each student admitted to the Teacher Education Program. This evaluation includes each professor being sensitive to student problems or concerns. If a professor observes a problem or concern and considers that it does not meet the Education Department's professional dispositional and academic standards, the professor will file a dispositional concern with the Chair of the Department of Education. The Education Chair or designee will investigate the matter.
2. As a student progresses through the program, reviews consist of the following two parts: (a) an examination of the student's grade point average, and (b) performance review by the Education Chair or designee, which may include the student's professional disposition and key assessment performance. A student not maintaining an overall grade point average of 2.5 or better in all college work attempted may not enroll in professional education or pedagogical courses (e.g. methods, teaching) in one's major. Students are required to receive a "C" or better in professional education coursework and a "C" or better for coursework in one's major unless otherwise allowed by the program. If a "D" or below is received, a student shall retake the course.
 - Unsatisfactory professional disposition or key assessment performance may impact eligibility for program retention. An unfavorable evaluation by the Education Chair or designee may lead to either a recommendation to continue in the program under a plan of improvement or a recommendation for dismissal from the program.
3. When the student submits an Application for Student Teaching, an additional review is completed.
4. The evaluation process continues through the student teaching semester.

A student recommended for dismissal from the Teacher Education Program as a result of the review procedure may appeal to the Professional Education Committee. (see section titled, "Suspension, Dismissal, and Appeals").

Professional Dispositions

Teacher candidates must develop and demonstrate the professional dispositions appropriate of a professional educator. ECU's College of Education and Psychology's professional dispositions-align to

the Candidate Preservice Assessment of Student Teaching (CPAST) evaluation and are assessed throughout a teacher candidate's time in the program. These professional dispositions are as follows:

- Participates in Professional Development (PD)
- Demonstrates Effective Communication
- Demonstrates Punctuality
- Meets Deadlines and Obligations
- Preparation
- Collaboration
- Advocacy to Meet the Needs of Learners or for the Teaching Profession
- Responds Positively to Constructive Criticism

During Block I, students learn about the professional disposition evaluation process and rubric (see Item J in the Appendix).

Professional Disposition Rubric and Evaluation

The professional dispositions evaluation is completed eight times during a candidate's time at ECU. The teacher candidate, EDUC 2012 - Diversity of American Education instructor, and teacher education interview committee complete a professional disposition evaluation during Block I. The teacher candidate and an outside stakeholder complete a professional disposition evaluation during Block II. The Field Experience III Cooperating Teacher completes the professional disposition evaluation in Block III. Then, the student teacher, cooperating teacher, and university supervisor complete the form in consensus twice during the student teaching semester.

The three professional disposition evaluations conducted in Block I are averaged and serve as a consideration when determining acceptance into the teacher education program and professional growth of the teacher candidate. This averaged professional disposition evaluation score will be reported to teacher candidates prior to Block II.

The three professional disposition evaluation conducted in Blocks II and III are averaged and serve as a consideration when determining acceptance into student teaching and professional growth of the teacher candidate. This averaged professional disposition evaluation score will be reported to teacher candidates prior to student teaching.

During student teaching, the professional disposition evaluation is embedded in CPAST.

Disposition Concern

If a teacher candidate exhibits behaviors and professional dispositions undesirable of a future educator, then a Dispositional Concern may be filled out and turned into the Chair of the Department of Education. This assessment is completed by anyone who has a concern about a student majoring in Education.

Felony Charges

No person shall receive a certificate for instructional, supervisory or administrative position in an accredited school in Oklahoma, be admitted to the Teacher Education Program, or participate in field experiences who has been convicted of a felony, any crime involving moral turpitude or a felony violation of the narcotic laws of the United States or the State of Oklahoma, provided the conviction was entered within the preceding ten-year period.

The Education Department requires a background check completed within the last year any time a student enrolls in a course that requires hours completed in the field.

Plan of Improvement, Suspension, Dismissal, and Appeals

Plan of Improvement

If it is determined that a teacher candidate needs a plan of improvement, the following process will be followed:

- The director of teacher education or designee will form a review committee
- The committee will develop a plan of improvement as guided by the template (appendix B)
- The committee or representative will meet with the teacher candidate to discuss the developed plan and obtain signature(s)
- If the conditions are not met in the stated timeline, the committee will make a recommendation to either extend the plan or to dismiss or suspend the teacher candidate from the program

A candidate who is removed from the Teacher Education Program may appeal to the Teacher Education Committee for a hearing and submit evidence of cause for reconsideration.

Suspension from the Teacher Education Program

A candidate shall be suspended when the Education Chair maintains a reasonable belief that grounds exist for a suspension from the Teacher Education Program. The Education Chair shall notify the candidate of the suspension in writing, and said suspension shall not extend beyond ten (10) business days. On or before day 10 of the suspension, the Education Chair shall in writing either reinstate the candidate to the Teacher Education Program or recommend a review by the Professional Education Council (PEC).

To the extent possible, a candidate reinstated after the initiation of the suspension from the Teacher Education Program will be restored to their previous position and status without action detrimental to their studies, progress, and evaluation of their work.

The Education Chair will decide if the applicant or candidate will be allowed to attend classes, including field experiences and student teaching, during the suspension.

Dismissal from the Teacher Education Program

The obligation for maintaining academic integrity, professional standards and ethics, and legal responsibilities should be considered fundamental in the preparation of future educators. ECU's Teacher Education Program assumes this obligation to students, parents, guardians, public schools, and the State of Oklahoma. The Teacher Education Program will dismiss from the program those candidates deemed unsuitable teacher education students.

East Central University may dismiss from the Teacher Education Program any candidate whose personal conduct is deemed detrimental to:

1. The welfare of students in the public schools;
2. The teacher education program's effective working relationship with the public schools;
3. The candidate's future success in the program;
4. The candidate's ability to effectively teach;
5. The teacher education program's role in training future educators; or
6. The profession of teaching. Behavior that may constitute grounds for dismissal from the teacher education program includes, but is not limited to, conduct that may result in felony conviction.

A candidate being considered for dismissal from the Teacher Education Program for personal conduct shall be notified in writing by the Education Chair. Such written notice shall include:

1. General description of the reasons for the consideration; and
2. The date, time, and location of a review by the Professional Education Committee (PEC), which shall be held not more than ten (10) business days after the candidate receives notification of his or her consideration for dismissal.

At the PEC review, the candidate will be provided the opportunity to submit applicable evidence and call any witnesses. The PEC will also review other relevant information and may do so in private, if needed. Following the PEC review, the PEC Chair will notify the candidate in writing about the committee's decision regarding his or her dismissal from the Teacher Education Program and, if needed, the process to appeal the decision.

Appeals

The appeal procedures for students denied admittance to or dismissed from the Teacher Education Program are as follows:

1. The applicant or candidate initiates the appeal process by providing written notice to the Dean of the College of Education and Psychology. If appealing a denied admittance to the Teacher Education program, the written notice shall be submitted within ten (10) business days following the Education Chair's notification to the applicant about denied admittance to the Teacher Education Program. If appealing a dismissal from the Teacher Education Program, the written notice shall be submitted within ten (10) business days following the Professional Education Council (PEC) Chair's notification to the applicant about being dismissed from the Teacher Education Program. A written notice received after ten (10) business days will not be considered.
2. The Dean of the College of Education and Psychology will set a hearing within ten (10) business days of receipt of written notice for appeal and notify the applicant or candidate in writing of the date, time, and location.
3. At the hearing, the Education Chair (denied admittance appeals) or Professional Education Council Chair (dismissal appeals) will be provided the opportunity to submit applicable evidence and call any witnesses. Then, the applicant or candidate will be provided the opportunity to submit applicable evidence and call any witnesses.
4. At the end of the hearing, the Dean of the College of Education and Psychology will announce his or her decision about the appeal and provide written notification not more than five (5) business days to all parties. Said written notice shall include a finding of facts and the decision.
5. The Dean of the College of Education and Psychology maintains the right to adjust the appeal procedures for extenuating circumstances, provided the adjustments do not eliminate an applicant or candidate's right to a hearing.

The Education Chair will decide if the applicant or candidate will be allowed to attend classes, including field experiences and student teaching, during the pendency of the hearing.

Teacher Education Committee (TEC)

Membership: Dean – College of Education and Psychology (Committee Chair), Chair of the Education Department, Dean of Graduate Studies, Graduate Coordinator, Assessment Coordinator, Coordinator of Field Experiences, one faculty member representing each teacher certification program: Art, Early Childhood, Elementary, English Languages, Mathematics, Music - Instrumental, Music – Vocal, Science – Biology, Science – Chemistry, Science - Physics, Social Studies, representatives of all Master of

Education and graduate certificate programs, two practicing professional educators (to serve one year each), University faculty - at large, and student representative.

Purpose: 1.) All members of the Teacher Education Committee will be directly involved in Teacher Education Program review, 2.) This committee recommends to the Academic Committee for undergraduate programs or to the Graduate Committee for advanced programs, all curriculum changes affecting teacher education or teacher certification and recommended policy changes or the development of new policies regarding teacher education.

Meetings: This committee meets at least twice a year with additional correspondence and votes virtually as needed.

Professional Education Committee (PEC)

Membership: Assessment Coordinator (Committee Chair), Block I-IV instructors, and Coordinator of Field Experiences, Secondary Representative, Local Area Teacher, and Education Department Chair.

Purpose: 1.) Makes recommendations for program changes to the Teacher Education Committee, 2.) To examine the professional education sequence and examine course content, procedures, and policies for program consistency informed by data, 3.) To provide data driven and relevant continuous professional development for candidates and other stakeholders, and 4.) To implement and continually evaluate unit and program assessments.

Meetings: The Professional Education Committee will meet twice a semester with additional correspondence and votes virtually as needed.

Teacher Certification

Teacher candidates completing an approved program of study should go to the Oklahoma State Department of Education (OSDE) web site (<http://sde.ok.gov/sde/>) and login to the single sign on account and then complete the application for the initial license. Once the candidate's final grades and degree have been posted on the official transcript, East Central University will approve the application on-line and then send an official copy of the student transcript to the proper authority at the OSDE. The candidate will then need to pay the fee for the license as directed. Candidates may elect to turn in all application material to the Office of the Dean for the College of Education and Psychology who serves as the Certification Officer for ECU and who is the authorized signatory recognized by the Oklahoma State Department of Education. All applications for certification must be approved by the ECU Certification Officer.

State certification regulations require that candidates demonstrate conversational skills at the high novice level in a foreign language or earn a “C” or better in college-level foreign language coursework, pass an exit exam from a college-level course, or demonstrate 2 years of foreign language at the high school level with a “C” or better for both years. ECU must verify the candidate's successful demonstration of foreign language competence before the application can be approved for the OSDE. ECU will assess conversational skills at the high novice level in a foreign language using various methods that might include technology-assisted devices, formal or informal assessments, or interpreters.

The Oklahoma State Department of Education will affirm the following items prior to the issuance of the Teaching Certificate:

- Candidates must have passed the required certification tests for the area of their certification program (see below table) before OSDE will issue a teaching certificate. The satisfactory completion of the tests is a state requirement, not an ECU program requirement.

- **Certification Exams:** Subject area tests and other performance based exams that match the certification categories currently approved by the State Board of Education have been developed for use in the Certification Examination for Oklahoma Educators program. OEQA (Office of Educational Quality and Accountability) is dedicated to including performance components in all subject area tests.
- Certification tests may be taken at any Pearson VUE testing center. Candidates can visit: <http://www.pearsonvue.com/ceoe/> to locate a convenient testing center and to schedule a test.
- Candidates must complete an official transcript request through Etrieve and list the Oklahoma State Department of Education (OSDE) as a recipient, or the candidate can request a hard copy of their official transcript and submit it to the OSDE.
- Candidates must complete a certification background check at the Oklahoma State of Department of Education. This is different than the field experiences and student teaching background check.

Recommended Timetable to Take Oklahoma Certification Assessments

Block	Early Childhood	Elementary	Secondary
III	Oklahoma Subject Area Test (OSAT) - Early Childhood Education (205) Foundations of Reading (890)*	Oklahoma Subject Area Test (OSAT) - Elementary Education Subtests 1 and 2 (150 & 151)^ Foundations of Reading (890)*	Oklahoma Subject Area Test (OSAT) – Respective Secondary Area
IV	Assessment of Professional Knowledge (APK): Elementary (053)**	Assessment of Professional Knowledge (APK): Elementary (053)**	Assessment of Professional Knowledge (APK): Secondary (054)**

^Recommended that Elementary Education Subtest 1 and Subtest 2 be taken on two separate days.

*Recommended to be taken by Fall Break or Spring Break of the semester in which one is enrolled in EDUC 3493 – Reading Assessment for Instruction, which usually occurs during Block III.

**PreK-12 certification areas (i.e. art, music – instrumental, music – vocal) may select either the APK – Elementary or APK – Secondary assessment.

Pathways to Teacher Education Certification in Oklahoma

There are different pathways to becoming a certified teacher in Oklahoma. There are four types of pathways to seek teacher certification in Oklahoma. The pathways are:

- **Traditional:** when an individual completes coursework and requirements set forth by a teacher education program, such as at ECU, a candidate can become traditionally certified.
- **Non-Traditional:** when an individual goes through a non-traditional pathway, such as paraprofessional, special education (Boot Camp), American Board for Certification of Teacher Excellence (ABCTE), Troops to Teachers, or Teach for America, he/she can be granted certification to teach in Oklahoma.
- **Alternative:** when an individual has a bachelor's degree in a teaching field with at least a 2.5 GPA and is seeking teacher certification, he or she can seek alternative certification. To become alternatively certified, the state requires individuals to complete 6-18 college credit hours or 90-270 clock hours of professional development dependent on previous experience and coursework.

- **Emergency:** when an administrator has a position that he/she cannot find a certified teacher to fill, he/she may request an emergency certification for a non-certified individual with a bachelor's degree to fill the vacancy.
- **Additional Certification:** when an individual has a bachelor's degree and initial teacher certification in the area of his/her degree, he/she may choose to add an additional certification area by passing the OSAT. However, a secondary teacher cannot test into the area of early childhood or elementary.

For more information about pathways to certification in Oklahoma, please visit the Oklahoma State Department of Education website: <https://sde.ok.gov/teacher-certification-paths>.

Tiger PRIDE Notes

In order to apply to Teacher Education, what GPA must I have and maintain throughout the program? In order to apply to the Teacher Education Program, you must have a 2.50 cumulative GPA. You must maintain a 2.50 or higher GPA throughout your program of study, or you will be dropped from your education program.

What is a Disposition Concern and why would I receive one? A Disposition Concern is completed by an instructor, advisor, or cooperating teacher at any time a concern arises in regard to your eagerness to continue to grow, effectiveness of communication, punctuality, meets deadlines and obligations, and is prepared. Some reasons you might receive a Disposition Concern are: not completing assignments, plagiarism, excessive absences/tardiness, inappropriate language, failure to modify behavior/assignments once discussed, talking negatively about others, and anything else deemed unprofessional or inappropriate of a future teacher. For more information about a Disposition Concern, please read the section in this chapter over Professional Dispositions.

CHAPTER 3: Professional Blocks & Field Experience

General Placement Policy

Each cooperating school has expressed a level of commitment to the ECU teacher preparation program by working actively with the Coordinator of Field Experiences to determine the best placement of field experience and teacher candidates. Placements involve shared responsibility between ECU and the cooperating school district. The Coordinator of Field Experiences meets with Block I and Block II students during the first two weeks of the semester during EDUC 2012, Diversity in American Education and EDPSY 3513, Educational Psychology. During this time, the candidates are informed about the purposes and procedures for this field experience and information is collected regarding each candidate's site preference for that semester's field experience. Additionally, information regarding background check procedures are communicated. Block III and Block IV students receive all communication by email and through Blackboard®. Once Block I, II, and III students are placed, district meetings for local area schools are announced on the Field Experience Blackboard® courses as well as through email communication.

ECU maintains a commitment to diversity in its field placements; therefore, students may only repeat one school district once during their Blocks I-IV placements. This means that students will ultimately choose at least three different school districts within which to complete their field experience/student teaching hours. Criteria considered in this commitment include school population, student population ethnicity, socioeconomic status, and classroom or administration characteristics including number of special education teachers. This policy exists to ensure diversity of experience with students who differ in racial/ethnic background and socioeconomic status; to provide a broad and rich experience in schools with different philosophies and of different sizes; and to increase the possibility of employment by helping the student become better acquainted with various school districts and thus create contacts for possible future job openings and professional references.

Teacher candidates have the opportunity to work directly with PK-12 students during three field experiences and Student Teaching in different school districts; therefore, candidates are given opportunities to experience and adapt to a variety of settings, teaching styles, grade levels, and diverse urban and rural student populations. Partner schools in the ECU service area work closely with the university to identify effective and qualified host teachers or cooperating teachers. Every effort is made to identify National Board-Certified teachers in addition to teachers with advanced degrees in their certification area to serve as host or cooperating teachers. The teacher candidates receive direct instruction, formal evaluation, and feedback throughout the experiences. The integration of theory and practice is stressed throughout Field Experience I, II, III, and Student Teaching.

Candidate information, school placement sites, as well as demographic data, are maintained in a field experience database to ensure the candidates have a diverse experience. A placement completed in partner schools with above state average ethnic diversity and/or above state average low socioeconomic status, as well as above state averages of high need populations among student populations is highly recommended for field experiences. Teacher candidates develop an awareness of cultural and socioeconomic differences within student populations, which allows teacher candidates to develop skills in planning and instruction, analyze student learning, and in adapt instruction to meet the needs of all students.

Teacher candidates must follow certain policies and procedures adopted due to state requirements, which must be met for certification. Some of these requirements are the number of hours a candidate must be in the field prior to the Student Teaching semester and the completion of a background check before entering a school. In addition to an understanding of policies, procedures, and requirements, the candidate

will have an understanding of teacher candidate roles and responsibilities as development of teaching skills progress through Field Experiences I, II, and III and finally, through student teaching.

Field Experience I, II, and III give multiple opportunities to put into practice the competencies gained as teacher candidates pursue a teaching degree and/or certification. During field experiences, candidates prepare for teaching by progressing through increased levels of complexity of content, pedagogy, reflection, and classroom observation. In the process, teacher candidates become knowledgeable and competent in subject matter content, effective teaching practices, and reflective practices. During the field experiences, teacher candidates are paired with host teachers who are certified in the teacher candidate's teaching field and who have taught at least 1 full year in the teaching profession. Candidates learn to work effectively in dynamic environments in which knowledge and skills change quickly, becoming adept at learning, critiquing, and using new knowledge while utilizing problem solving skills in the field.

Student Teaching consists of 480 hours in the field with the option for early release at the completion of 360 hours and takes place during Block IV of the Teacher Education program. During the student teaching semester, teacher candidates are paired with cooperating teachers who are certified in the teacher candidate's teaching field, have taught a minimum of 3 years, and have been employed by the current school district for at least one full year.

Coordinator of Field Experiences

The Coordinator of Field Experiences at ECU is responsible for verifying a teacher candidate's field experience placement, communicating expectations with area educators and administrators, and communicating with candidates about hours and expectations during their Field Experience. For any questions related to Field Experience in Block I, Block II, Block III, and Block IV (Student Teaching), students should contact the Coordinator of Field Experiences.

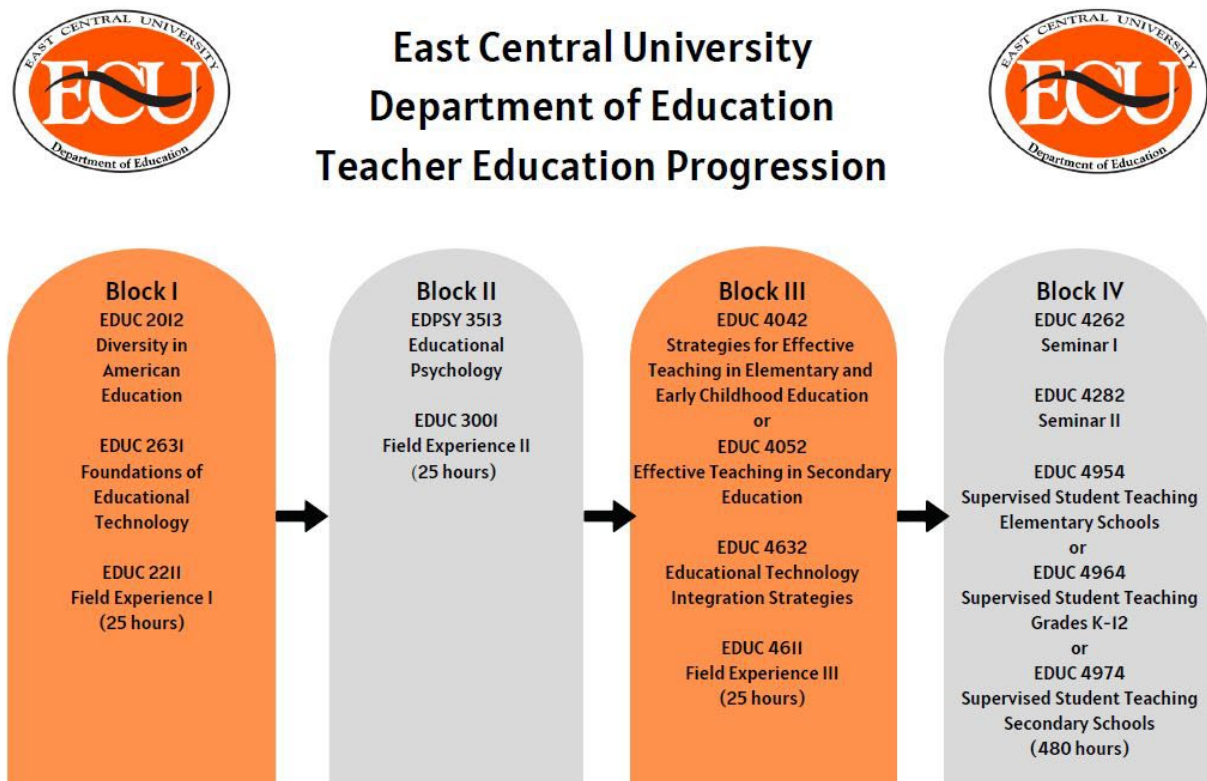
Field Experiences I, II, and III General Requirements

When teacher candidates enroll in the first block of education courses, EDUC 2012 Diversity in American Education, EDUC 2631 Foundation of Educational Technology, and EDUC 2211 Field Experience I and are approved by the Coordinator of Field Experiences, students may begin their field placement experiences. Field Experience I, II, and III are early field experiences consisting of experiences designed to support the following:

- Understanding the various requirements and components of the Teacher Education Program;
- Understanding the operation and components of today's educational system in America;
- Understanding biases and how they affect teaching;
- Understanding social justice;
- Understanding the collaborative process within schools;
- Understanding the roles and responsibilities of teachers;
- Understanding assessment and data-driven decision making;
- Understanding the Oklahoma Academic Standards;
- Understanding the principles of learning and classroom management;
- Understanding various levels of human growth and development as they apply to the learning processes;
- Understanding learning objectives and effective teaching models;
- Identifying elements of an effective lecture, demonstration, and/or discussion;
- Identifying the steps necessary for facilitation of inquiry and critical thinking on the part of the student;
- Understanding appropriate teaching styles for various situations;

- Understanding various motivational techniques, technological techniques and questioning techniques in lesson planning and delivery;
- Identifying environmental variables which affect classroom management;
- Understanding successful strategies for working with children from diverse populations.

Below is an infographic representing the Professional Education Block progression.



*During Block IV, students will enroll in two sections of EDUC 4954, EDUC 4964 or EDUC 4974 based on their major.

Professional Block I

Enrollment for Block I includes the following courses, which must be taken and successfully completed with a C or better during the same semester:

EDUC 2012- Diversity in American Education

Course Description: A historical, philosophical, and organizational foundation of American education and global education. Elements of professionalism and the teaching profession.

EDUC 2631- Foundations of Educational Technology

Course Description: This course is designed to prepare pre-service teachers with hands-on opportunities to use productivity tools in their future classroom. There will be a focus on introducing a variety of educational application of technology.

EDUC 2211- Field Experience I

Course Description: A 25 clock hour laboratory experience in which potential teacher candidates observe in elementary, middle/junior high, and high schools to acquire a more mature perspective of the stages of development of students and the roles of teachers and other professionals.

A candidate cannot be enrolled in Block II or Block III courses while enrolled in Block I.

Professional Block II

Enrollment for Block II includes the following courses, which must be taken and successfully completed with a C or better during the same semester:

EDPSY 3513- Educational Psychology

Course Description: Application of psychological theories to classroom teaching. Primary course topics include educational research and the scientific approach to teaching; education measurement and evaluation; and theories of development, learning and motivation as they apply to classroom instruction, management, and discipline.

EDUC 3001- Field Experience II

Course Description: Twenty-five hours of public school classroom and teacher laboratory experiences related to teacher preparation in general and specifically to those topics covered in EDPSY 3513 Educational Psychology and EDUC 4632 Educational Technology.

A candidate cannot be enrolled in Block I or Block III courses while enrolled in Block II.

Professional Block III

Enrollment for Block III includes the following courses, which must be taken and successfully completed with a C or better during the same semester:

EDUC 4042- Strategies for Effective Teaching in Elementary and Early Childhood Education

Course Description: Teacher candidates develop lesson plans, instructional objectives, and evaluation techniques to meet the learning needs of diverse classroom populations.

EDUC 4052- Effective Teaching in Secondary Education

Course Description: Secondary teacher candidates develop lesson plans, instructional objectives, and evaluation techniques to meet the learning needs of diverse secondary classroom populations.

EDUC 4632- Educational Technology Integration Strategies

This course includes a blended style of instruction in which preservice teachers gain experience with using technology for learning, as well as integrating technology into classroom instruction. During this course students will be in the field or collaborating with instructional technology in their methods courses.

EDUC 4611- Field Experience III

Course Description: Twenty-five hours of public school classroom experience with the teacher candidate observing regular classroom events in general and specifically those related to topics covered in EDUC 4042 Strategies for Effective Teaching in Elementary and Early Childhood Education or EDUC 4052 Effective Teaching in Secondary Education.

A candidate cannot be enrolled in Block I or Block II courses while enrolled in Block III.

Field Experiences provide guided practice in which candidates can begin developing desired teaching knowledge and skills. During a Field Experience, candidates are introduced reflective practice and an

opportunity to practice their skills, professional dispositions, and knowledge. Teacher candidates are encouraged to develop their own ideas, apply them to an educational setting, and be reflective in their evaluation of lessons and classroom environment.

For each of the Field Experiences, candidates are required to complete 25 clock hours in the classroom and may have a number of assignments to complete with accompanying block coursework. If a student fails to complete all the Field Experience hours, he/she will either receive an Incomplete “I” or fail the course.

Application Requirements for Field Experiences

Prior to beginning field experiences, teacher candidates will apply for the appropriate field experience so that the Coordinator of Field Experiences can begin communicating with the appropriate school district in order to grant permission to begin in-school observation activities. Candidates are required to have the field application approved/confirmed prior to entering the school. If a candidate enters the classroom prior to approval/confirmation, a dispositional concern will be filed, and the candidate risks being removed from the program. This process begins when students refer to the first Blackboard® assignment in the assigned field experience course.

To apply for all field experiences, the candidate must first be enrolled in the appropriate block coursework. Next, the student fills out the block appropriate field experience application/proposal, which includes:

1. Submission of a cleared background check through Castle Branch located at <https://www.castlebranch.com/>
2. The placement proposals are found in Blackboard or communicated by the Coordinator of Field Experiences for the following blocks:
 - a. Block I: 2 field placements (1 secondary and 1 early childhood/elementary)
 - b. Blocks II-IV: 1 field placement (based on program of study)

Background Clearance

ECU requires all teacher certification students to provide verification of a cleared, current background check prior to engaging in field experiences. The background check must be compliant and completed within the year the field experience is to occur. Students will have to complete the background check more than once. Background checks must be completed through www.castlebranch.com. Candidates may not participate in any field experience, whether for a professional education course or a methods course, without a current clearance on file.

To apply for a Field Experience placement, a candidate must complete a placement request through a link provided in their Field Experience Blackboard course. Once the application for field experience or student teaching has been submitted, the Coordinator of Field Experiences collaborates with Oklahoma public school administrators to arrange an appropriate classroom placement. During this time, candidates may not enter the classroom to fulfill any of their Field Experience hours. The Coordinator of Field Experiences maintains a relationship with districts and schools and stays in touch with both candidates and administrators on a regular basis before, during, and after the placement process. After the Coordinator of Field Experiences and administrator accept the student's placement, an email is sent to the student confirming the placement. The candidate will receive confirmation of the placement details including the school's name, address and phone number, principal name and email, host teacher name and email, grade assignment and start date. At this time candidates may begin fulfilling their Field Experience hours.

Standards of Professionalism During Field Experiences

During the in-school field experiences, candidates are expected to follow the principles, standards, and rules regarding proficiencies, dispositions/attitudes, and professional practice. Students should behave professionally before, during, and after school hours. Candidates need to strive to make a good impression and act in a professional manner at all times. Teacher candidates should:

- Arrive on time
- Dress professionally and attend to personal hygiene
- Wear any district required identification in plain sight at all times
- Keep field experience appointments- if an emergency arises and plans must be adjusted, the candidate should notify the school and teacher immediately
- Track all field experience hours on required times sheets.
- Use professional language in and out of the classroom with everyone (no profanity or overly casual language) with students and adults alike
- Demonstrate attentiveness and eagerness to learn
- Display a willingness to work with students from different cultures, different socioeconomic levels, and different learning abilities
- Be respectful to peers, families, teachers, staff, and administrators
- Be committed to meeting the educational needs of all students in a caring, nondiscriminatory, and equitable manner
- Demonstrate a belief that all students can learn
- Display persistence in the face of difficulty, stress, or adverse conditions
- Display a positive attitude toward teaching and learning
- Never use their cell phone for personal reasons
- Spend all time during the field experience time engaged in appropriate professional/educational activities
- Sign in and out in the office daily
- Thank the cooperating teacher and the office personnel during each visit

Issues During Field Experiences

If at any time, a host teacher becomes concerned with an ECU candidate in the field, please fill out a Dispositional Concern form <https://forms.office.com/r/51gjmhZ9T1> which will be brought to the attention of the Chair of the Department of Education or Coordinator of Field Experiences.

Liability Insurance

Field Experience candidates and student teacher candidates in Oklahoma are subject to the same legal processes in cases of negligence or malfeasance as are regular teachers. Therefore, you are encouraged to acquire reasonably priced insurance. This liability insurance can be purchased in many ways. One way is through membership in student professional organizations. <http://okea.org/oea-student-program>

Professional Education Block Activities

Professional Education Block Activities

The Teacher Education Professional Education Block progression is based on Jerome Bruner's Spiral Curriculum Theory. Key features of the Spiral Curriculum Theory are: (1) The student revisits a topic, theme or subject several times throughout their program; (2) The complexity of the topic or theme increases with each revisit; and (3) New, more sophisticated learning occurs at each revisit as new learning is assimilated with the old information. Teacher candidates will have experiences throughout

their program that introduce them to the learner and the learning environment; assessment and the teaching cycle; lesson planning, delivery and student impact in a classroom setting; and lesson planning, delivery, and student impact in a larger community context. The Interstate Teacher Assessment and Support Consortium (InTASC) Standards are integrated throughout these professional bl

Block I/Field Experience 1: Focus is on the learner and the learning environment.

1. Teacher candidates complete assignments in their first field experience related to the learner and the environment. (InTASC Standards 9 and 10)
2. Teacher candidates learn to research information about school demographics and contextual factors within specific communities [EDUC 2012].
3. Teacher candidates create and administer an Interest Inventory to students in one of their field placements based on knowledge gained by the Contextual Factors Chart [EDUC 2211 assessed; EDUC 2631 discussed].
4. Teacher candidates will have numerous conversations with a host teacher from one of their placements about diversity, technology, professionalism, and instructional strategies [EDUC 2012].
5. Teacher candidates use the information about the community, classroom, and elements of their teaching philosophy to create an electronic newsletter that: a) introduces themselves, b) summarizes their philosophy, c) demonstrates knowledge of student interests, and d) demonstrates knowledge of the community [EDUC 2012; EDUC 2631].

Block II/Field Experience 2: Focus is on assessment and introduction to teaching.

1. Teacher candidates complete assignments in their second field experience to enhance their understanding of the roles and responsibilities of a teacher. (InTASC Standards 1, 2, 3, and 6; CAEP Standards 1, 2, and 3)
2. Teacher candidates develop one lesson plan to be taught to whole class, small group, or individual [EDPSY 3513]
3. Teacher candidates participate in tutoring or small group lesson [EDPSY 3513]
4. Teacher candidates develop and present a review of should this be principles of development, learning, and assessment for their target level of certification.
5. Teacher candidates develop and present a review of principles of diversity, differentiation, and assessment for their target level of certification.
6. Teacher candidates develop and present a review of major learning theories and corresponding instructional strategies.

Block III/Field Experience III: Focus is on lesson planning, delivery, and student impact.

1. Teacher candidates complete assignments in the third field experience to utilize knowledge of the teaching cycle and how to make instructional decisions that positively impact all students. (InTASC Standards 5, 6, 7, and 8; CAEP 1, 2, and 3)
2. Teacher candidates teach lesson and record lesson [EDUC 4282]
3. Teacher candidates pre-test and post-test students and provide graphic representation [EDUC 4282]
4. Teacher candidates reflect on teaching effectiveness and student learning [EDUC 4042 or 4052]
5. Teacher candidates plan and teach lessons that integrate technologies. [EDUC 4632]

Block IV/Field Experience IV(student teaching): Focus is on lesson planning, delivery, and student impact.

1. Teacher candidates will use information about the school, community and students and their knowledge of content, pedagogy, and psychology (management) to design lessons and activities that result in growth for all students. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10; CAEP 1, 2, 3, and 4)

State-Required Professional Course Requirements

Oklahoma law requires that teacher candidates study in existing coursework or training certain content or pedagogical preparation areas. ECU integrates these into multiple courses as identified in the chart below.

Preparation Area	Flexible		Block I		Block II	Block III		Block IV
	EDUC 2402	PSYCH 1113	EDUC 2012	EDUC 2631	EDPSY 3513	EDUC 4042 / 4052	EDUC 4632	EDUC 4262 / 4282
Substance abuse symptoms identification and prevention	X	X						
Mental illness symptoms identification and mental health issues	X	X						X ⁴
Classroom management skills	X		X	X	X	X	X	X
Classroom safety and discipline techniques	X		X	X	X			X
The use of digital and other instructional technology				X	X	X	X	X
Research based instructional strategies for instruction, assessment and intervention for literacy development for all students (including students with dyslexia) ¹	X					X		X
Trauma-informed responsive instruction ²			X		X			X
Multi-tiered systems of support designed to address the core	X		X					

academic and non-academic needs of all students ³								
--	--	--	--	--	--	--	--	--

¹ Also taught in EDUC 3043, EDUC 3463, EDUC 3483, and EDUC 3493; ² Also taught in EDUC 3033 and EDUC 3413; ³ Also taught in EDUC 3463, EDUC 3503, and EDUC 3013; ⁴ A program candidates receive Youth Mental Health First Aid training, an 8-hour public education program which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge

Tiger PRIDE Notes

Can anyone complete a Disposition Concern? Anyone, a faculty member, cooperating teacher, host teacher, etc., who has a concern about a future teacher's disposition may complete a disposition concern.

How many field placement proposals am I supposed to make in Blackboard

Block I: propose 2 placements (1 early childhood/elementary and 1 secondary)

Blocks II and III: propose 1 placement in the area of your program of study

CHAPTER 4: Student Teaching

Teacher candidates work directly with PK-12 students and cooperating teachers during their final field experience. This capstone experience is known as a teacher candidate's student teaching experience. This chapter focuses on an overview of student teaching, placement, the student teaching experience, clinical educators and support, evaluation, and professional expectations and accountability.

Overview of Student Teaching

Student Teaching Candidacy

ECU offers two student teaching cohorts a year - one beginning in August and one beginning in January.

Student teaching is the final experience a teacher candidate must complete to qualify for ECU's College of Education and Psychology recommendation for teacher certification upon graduation. This experience provides candidates with the opportunity to develop and refine teaching skills in a supportive, real-world classroom environment. Teacher candidates will participate with other student teachers in two cohort seminars facilitated by experienced educators. All candidates are assigned a university supervisor as well as a cooperating teacher to work with throughout the semester. The university supervisor and cooperating teacher will provide regular, detailed feedback regarding a student teacher's performance.

During this experience, candidates have the opportunity to experience all aspects of a school while interacting with students, parents, guardians, the university supervisor, the cooperating teacher, and other school personnel. Candidates are expected to encourage academic excellence in the classroom through their ability to implement effective, research-based practices in teaching.

Course Enrollment Requirements During Student Teaching

Teacher candidates must enroll in the following professional courses during student teaching.

EDUC 4262 Student Teaching Seminar I

EDUC 4282 Student Teaching Seminar II

Then, one pair of the following courses based on the student's major:

Elementary and Early Childhood Majors:

EDUC 4954 Supervised Student Teaching Elementary Schools

EDUC 4954 Supervised Student Teaching Elementary Schools

Art and Music:

EDUC 4964 Supervised Student Teaching Grades PK-12

EDUC 4964 Supervised Student Teaching Grades PK-12

English, History, Math, and Science Majors:

EDUC 4974 Supervised Student Teaching Secondary Schools

EDUC 4974 Supervised Student Teaching Secondary Schools

Application for Student Teaching

A teacher candidate must file an "Application for Admission to Student Teaching" during the preceding semester in which they expect to student teach. This normally occurs during Block III. Approval for student teaching must be granted prior to enrolling in student teaching courses.

A teacher candidate must meet the following criteria to be admitted to the student teaching:

1. Created a Single Sign On account with the Oklahoma State Department of Education (OSDE);
2. Have a background check showing they have not been convicted of a felony, any crime involving moral turpitude or a felony violation of the narcotic laws of the United States or the State of Oklahoma within the preceding ten-year period.
3. Have a 2.5 GPA (Grad. Retn.) or better;
4. Admitted and not currently on a Student Plan of Improvement in the Teacher Education Program;
5. Completed all pedagogical courses (e.g. methods, teaching) in one's major.
6. Verify foreign language requirement by demonstrating conversation skills at a novice high level, earning a "C" or better in college-level foreign language coursework, passing an exit exam from a college-level course, or demonstrating 2 years of foreign language at the high school level with a "C" or better for both years.
7. Earned a "C" or better for coursework in one's major unless otherwise allowed by program.
8. Earned a "C" or better in the following Professional Education courses:
 - EDUC 2012 Diversity in American Education
 - EDUC 2211 Field Experience I
 - EDUC 2402 Survey of Exceptional Children
 - EDUC 2631 Foundations of Educational Technology
 - EDUC 3001 Field Experience II
 - EDUC 4042 Strategies for Effective Teaching in Elementary and Early Childhood Education OR EDUC 4052 Effective Teaching in Secondary Education
 - EDUC 4611 Field Experience III
 - EDUC 4632 Strategies for Implementing Educational Technology
 - EDPSY 3513 Educational Psychology
 - PSYCH 3463 Child and Adolescent Psychology

At the end of the student teaching admission process, the teacher candidate will either be approved, conditionally approved, or denied. The department will notify each teacher candidate in writing about their approval status to student teaching.

This notification will occur prior to the end of Block III, meaning a teacher candidate will not have met Block III requirements by then. The department will make decisions regarding approval into student teaching as if the teacher candidate will complete Block III requirements. If a teacher candidate fails to complete Block III requirements after receiving an approval status notification, the department will notify the teacher candidate that their approval status has been changed to either conditionally approved or denied.

Applicants may be conditionally approved if they have not met one or more criteria but plan to do so prior to student teaching. If conditionally approved, the student will meet with the Education Chair to discuss the unmet criteria and the time line for meeting the requirements. This conditionally approved status for student teaching will extend no further than the last day of the semester preceding student teaching.

When the conditionally approved student meets the criteria, on or before the established time line, they shall notify the Education Chair. The Education Chair will evaluate the student's progress and, if verified, will notify the student in writing about their approval status.

If the student conditionally admitted fails to meet the criteria on or before the established time line, they shall not participate in student teaching for the requested semester.

If an applicant is denied admittance during the initial application process, the Education Chair's notification shall identify the criteria they failed to meet and the process for appealing the decision. Anyone denied student teaching may apply at a later date.

Placement

Co-Selection of Placement and Cooperating Teacher

The teacher candidate indicates two preferred, eligible districts for placement when applying for student teaching. The Coordinator of Field Experiences will attempt to place the teacher candidate in one of the chosen districts. If the Coordinator of Field Experiences cannot place a student in the applicant's chosen districts, they will seek placement in other suitable districts. Applicants may need to travel, in rare cases, depending on the availability of placements in a selected geographic area and content area.

Because a school's principal knows the strengths and attributes of potential cooperating teachers, the Coordinator of Field Experiences relies on them to help connect a cooperating teacher with a student teacher. The school principal will evaluate potential cooperating teachers against the qualifications for cooperating teachers. Then, the principal and Coordinator of Field Experiences will co-select the cooperating teacher for a student teacher.

Once student teaching placement has been confirmed, the Coordinator of Field Experiences will notify the teacher candidate about the placement details. Student teacher are not allowed in the classroom until they receive this notification.

Student Teaching Placement Guidelines

Placement for student teaching must be at the appropriate grade level and subject in an accredited Oklahoma school that meets ECU program and state accreditation requirements. ECU allows teacher candidates to complete student teaching outside of Oklahoma, but they must make arrangements through the Education Department Chair.

Teacher candidates may not be placed in a district or school where the candidate:

- Has children or siblings currently enrolled in the same district building site;
- Has previously attended as a student within the last seven years;
- Has relatives or close friends who might serve in a supervisory capacity;
- Has a relative, by blood or marriage, on the district board of education;
- Has completed two other field experience assignments;
- Is now employed (excluding substitution); or
- Has any other conflict of interest that might detract from student teaching.

Exceptions to these guidelines may be made based at department discretion.

Length and Type of Placement

Student teaching is a full-time, in-class experience beginning on or near the first day of the cooperating school district's start date of the semester and ending on the Friday before ECU's Finals Week unless other wise specified by the Education Department. On this Friday, student teachers will attend a mandatory Capstone Seminar on campus where they will checkout for the semester.

Student teachers must follow the cooperating school's calendar and be present during all teacher contract hours including parent teacher conferences, professional development or in-service days, and after-school meetings or activities required of the cooperating teacher. A teacher's contract hours will extend beyond the school day and include time before and after the school day. A student teacher must be present during

these times. This includes all assigned teacher duties (e.g. car rider duty, dismissal duty, recess duty, etc.). The student teacher must adhere to these contract hours even during the cooperating teacher's absence.

Placement length and type of placement requirements for early childhood, elementary education, PK12 education, and secondary education are:

Early Childhood Education: Early childhood education candidate placements are a full-day, multi-subject early childhood classrooms for the entire placement.

Elementary Education: Elementary education candidate placements are a full-day, multi-subject elementary classroom for the entire placement.

PK-12 Education (Art & Music): PK12 education candidate placements are split equally between an elementary setting and a secondary setting. Placements are made within the same school district.

Secondary Education: Secondary education candidate placements are a full-day teaching experience at the appropriate grade level and in the content area for which the candidate will be recommended for certification. Candidates may only be placed in the content area studied.

Student Teaching Experience

Student Teaching: Following Full Acceptance

Approximately one month prior to the start of the student teaching semester, the Coordinator of Field Experiences will email the student teacher information regarding student teaching. The Coordinator of Field Experiences will have previously provided the cooperating principal and cooperating teacher with the information. During the timeframe from acceptance into student teaching until the first day of student teaching, student teachers should contact the Coordinator of Field Experiences if they have questions.

Attendance

Student teachers are expected to attend every day of student teaching. Student teachers are provided three excused absences for illness or personal reasons. Absences and tardies must be communicated to the cooperating teacher prior to them occurring. Failure to meet attendance expectations may result in a student teacher repeating or extending student teaching, receiving a dispositional concern, or being given other consequences.

A student teacher is expected to sign in upon arrival at the school and maintain an attendance log as required by the Coordinator of Field Experiences.

Substituting

Student teachers are expected to substitute outside their placement classroom in emergency situations, but it should be limited to no more than three days so that it does not interfere with the rationale for, and the continuity of, the student teaching experience. If the school district hires a substitute teacher during the cooperating teacher's absence, then this is not considered a substitute day for the student teacher.

Student teachers substituting outside their placement classroom more than three days or for more than three consecutive days inside the placement classroom should contact the Coordinator of Field Experience. Student teachers should track substitute days in their attendance log.

Responsibilities and Expectations of the Student Teacher

A student teacher agrees to assume the responsibilities included below:

1. *Be familiar with Chapter 4: Student Teaching of the ECU Teacher Education Handbook*
2. *Adhere to the NEA's Code of Ethics for Educators*
3. Complete the following before or during the first week of student teaching:
 - a. *Become familiar with the school community.* This includes being introduced to other faculty and support personnel and knowing the names/functions of significant personnel within the school and district.
 - b. *Become familiar with the classroom's schedule, routines, and activities.*
 - c. *Study the policies, procedures, and regulations of the cooperating school.* This includes obtaining and studying the cooperating school district's faculty and student handbooks
 - d. *Become acquainted with physical facilities and support services available.* Know how to use these facilities and support services along with the necessary procedures to follow.
 - e. *Discuss emergency procedures with the cooperating teacher.* These include fire, tornado, and other emergency drills and procedures. Be aware of policies involving a child's leaving school with someone other than a parent, and understand other specific situations such as a child with specific learning needs or who might require closer attention because of a medical problem.
 - f. *Obtain copies of necessary teaching resources.* If available, the student teacher should have copies of textbooks, curriculum guides, and other instructional support materials.
 - g. *Learn students' names as soon as possible.* Student teachers should know every student's name by the end of the first week in a self-contained classroom and no later than the end of the third week in departmentalized classrooms. Observing each child's level of motivation, responsiveness, attitudes about school, and social interaction will also be beneficial;
 - h. *Provide contact information to the cooperating teacher and school.* This should include a current phone number, mailing address and e-mail address.
4. Throughout student teaching, the student teacher should adhere to the following values and principles:
 - a. *Identify him/herself as a professional educator.* Assume the role of a teacher in relationships with the students and in all areas of conduct both at school and in the community.
 - b. *Dress appropriate to the teaching profession and in accordance with the school and district policy;*
 - c. *Interact and communicate professionally with colleagues, school staff, students, and parents* Be sensitive to the values and expectations of the school community. Inform the cooperating teacher of all parental contacts and the nature of pertinent communications with parents
 - d. *Respect the confidentiality of the cooperating teacher, students, and school personnel.* Student teachers must observe professional ethics and Family Educational Rights and Privacy Act (FERPA) regulations when discussing students with parents, guardians, or other teachers
 - e. *Volunteers assistance.* Student teachers should volunteer to assist with any task being done by the cooperating teacher, or to help individual children when involved with only part of the class;

- f. *Acknowledge the cooperating teacher as the authority within the classroom.* Student teachers should respect the differences between the roles of the student teacher and the cooperating teacher. The cooperating teacher is legally responsible for the welfare of the students. When a difference of opinion exists as to how something should be done, the student teacher should comply with the cooperating teacher's wishes, provided it complies with all policies and laws.
 - g. *Seeks advice and counsel of the professional team (cooperating teacher, university supervisor, and Coordinator of Field Experiences).*
 - h. *Use personal and school technology in a professional manner.* Do not make or accept personal calls or texts during the school day. Use school computers for professional business only.
5. While participating in student teaching, he/she should:
- a. *Arrange for daily and weekly conferences.* Set a daily time for private discussions and a weekly time for a more detailed evaluation and progress report with the cooperating teacher. Successful student teaching requires open communication and constructive feedback.
 - b. *Apply only appropriate disciplinary methods, conflict resolution, and behavioral procedures.* These should have been approved by the school district and do not undermine the dignity or the basic human rights of individuals, A STUDENT TEACHER SHOULD NEVER ADMINISTER CORPORAL PUNISHMENT.
 - c. *Assists with non-teaching duties that extends beyond the classroom.* Student teachers will assist with, or in some instances, assume any duties assigned to the cooperating teacher such as hall, playground, arrival, or dismissal duties. Student teachers should attend all appropriate faculty meetings and in-service workshops, and the cooperating teacher and principal will determine the appropriateness of a student teacher's participation in parent-teacher conferences.
 - d. *Clear non-routine class activities or when experimenting with any new or novel approach in delivering instruction and dealing with student behavior.* Any activities outside of the regular classroom routine, such as field trips, guest speakers, parties, should be pre-approved by both the cooperating teacher and the principal. New or novel approaches to delivering instruction or dealing with student behavior should be approved by the cooperating teacher.
 - e. *Plan and organize academic lessons and other classroom activities.* The cooperating teacher, university supervisor and/or cohort seminar facilitator may require the student teacher to submit lesson plans. Follow established guidelines of the cooperating teacher and school policies for developing lesson plans while student teaching. Diligent preparation and reflective evaluation are keys to improving teaching performance. Student teachers should analyze each lesson taught to determine how it might be improved and seek suggestions for improvement from the cooperating teacher;
 - f. *Take on all aspects of teaching in the classroom for a minimum of 2 weeks.* This includes planning, instruction, assessment, guidance, and classroom management.
6. Complete or engage in the following activities that supplement or support student teaching:
- a. *Understand that legal responsibility comes with student teaching.* Student teachers in Oklahoma are subject to the same legal processes in cases of negligence or malfeasance as are regular teachers. Student teachers are encouraged to acquire insurance offered through membership in a Student Education Association;
 - b. *Attends student teaching seminars.* Days scheduled for seminar may be counted toward student teaching days and attendance is mandatory;
 - c. *Understand and implement the CPAST evaluation process.*

- d. *Maintain a record of attendance.* Student teachers are required to record attendance on a monthly timesheet, which is required to be signed by both them and the cooperating teacher.
- e. *Notify the university supervisor or Coordinator of Field Experiences of significant changes or issues.* Report any significant problems arising during student teaching. In extreme emergencies, such as clear and imminent danger to students' health and safety, immediately notify the university supervisor or Coordinator of Field Experiences.

Student Teaching Clinical Educators and Support

Cooperating Teacher

The cooperating teacher serves as the school-based clinical educator during student teaching. Their primary responsibilities include growing a student teacher's pedagogical skills and professional dispositions by assessing, supporting, guiding, and mentoring them. They maintain a key role in planning and developing the student teaching experience with a student teacher and other professional team members, which includes the university supervisor and the Coordinator of Field Experiences.

Qualifications of the Cooperating Teacher

The cooperating teacher:

- Shall have a minimum of 3 years' experience in the teaching profession and certification in the requested area(s);
- Will accept responsibility for guidance, communication, and evaluation of the teacher candidate as required by the ECU Department of Education;
- Will have knowledge in the content subject areas and provide a positive, nurturing environment for the teacher candidate;
- Will attend the cooperating teacher (CT) professional development over expectations, roles/responsibilities, and the CFAST evaluation.

Responsibilities of the Cooperating Teacher

A cooperating teacher agrees to assume the responsibilities included below:

1. *Be familiar with Chapter 4: Student Teaching of the ECU Teacher Education Handbook*
2. *Serve as the communication link between the student teacher, the school community, and the university.*
3. Complete the following before or during the first week of student teaching:
 - a. *Introduce the student teacher to other faculty and support personnel.* A student teacher should know the names/functions of significant personnel within the school by the end of the first week.
 - b. *Explain relevant school policies and regulations.* The student teacher should have access to faculty and student handbooks. They should be well acquainted with policies and regulations regarding teacher expectations, students, parking, faculty lounges, workrooms, the cafeteria, duplicating equipment, the library, and media equipment and materials.
 - c. *Acquaint the student teacher with physical facilities and support services available.* Explain how to use these facilities and support services along with the necessary procedures to follow.
 - d. *Explain emergency procedures.* The student teacher needs to understand fire, tornado, and other emergency drills and procedures. They must understand policies involving a child's leaving school with someone other than an approve parent or guardian. They

- should be alerted to other specific situations such as a child who might require closer attention because of a medical problem.
- e. *Provide necessary teaching resources and a place for the student teacher candidate.* They should have copies of textbooks, curriculum guides, and other instructional support materials.
 - f. *Prepare the class for the arrival of the student teacher.* Explain to the students about the student teaching process and announce the arrival of the student teacher. Introduce the student teacher to the class and parents.
4. Plan with and supervise the student teacher.
 - a. *Discuss expectations.* The cooperating teacher and the student teacher need to understand each other's expectations.
 - b. *Arrange for daily and weekly conferences.* Set a daily time for private discussions and a weekly time for a more detailed evaluation and progress report with the student teacher. Successful student teaching requires open communication and constructive feedback.
 - c. *Facilitate conferences between the student teacher candidate and the university supervisor.* The university supervisor will visit and/or observe the student teacher a minimum of four times with visits scheduled in advance. He or she might visit privately with either the cooperating teacher or the student teacher. Please arrange care for the class while the student teacher and the university supervisor confer and provide a place that affords some degree of privacy.
 - d. *Plan for the actual hours of teaching.* The student teacher's timeline will begin when their cooperating teacher either reports for pre-service training in the fall or reports for the spring semester. The student teacher should be allowed observation time to become acquainted with the cooperating teacher, the students, the daily schedule, and the building procedures before assuming teaching responsibilities. When observing, he or she may check roll, grade papers, or help individuals or small groups. Within a few days, he or she should present a lesson, and from this point the cooperating teacher will determine how much responsibility to add and at what rate. The cooperating teacher should discuss any uncertainty about the progression with the student teacher and the university supervisor. If progressing is normally, the student teacher should teach independently for 4 to 6 of the student teaching. A cooperating teacher may wish to start the actual student teaching and add responsibility when beginning new units of study, or at some other natural point of transition. Many teachers believe their students, as well as the student teacher, can best be served by co-teaching rather than turning the classroom over to the student teacher. Some cooperating teachers gradually resume their teaching as the end of the student teaching approaches.
 - e. *Review classroom management and discipline.* Explain classroom management practices and student discipline expectations. Student teachers are NOT to use corporal punishment.
 - f. *Include the student teacher in instructional planning.* Inform the student teacher about the objectives of a unit of study. Then, discuss various instructional approaches to achieve these objectives followed by uses of assessments and data to evaluate the objectives. The student teacher and cooperating teacher will co-construct lesson plans.
 - g. *Support the student teacher in extraordinary situations.* The cooperating teacher will shelter the student teacher from extreme disciplinary problems that arise and in cases involving agitated parents.
 - h. *Limit substituting to three days or less.* Candidates can substitute in emergency situations, but it should not occur more than three days, thus interfering with the continuity of the student teaching experience.
 - i. *Understand the CFAST evaluation process and modifies the evaluation process when needed.* These evaluations should be discussed with the student teacher and the university

supervisor. Be objective in both the evaluation and the conference in order to develop the student teacher. This evaluation aligns with InTASC Model Core Teaching Standards. Additionally, the cooperating teacher along with the university supervisor may modify the evaluation process, when needed, to ensure that all clinical educators co-construct the student teaching experience.

- j. *Maintain a record of absences.* Student teachers are required to record attendance on a monthly timesheet, which is required to be signed by both them and the cooperating teacher. Four or more absences may result in a student teacher repeating or extending student teaching. Tardies and early departures may constitute an absence. The cooperating teacher shall notify the Coordinator of Field Experiences if a student teacher has reached the four absences mark. Students attend seminar meetings on the campus of East Central University. These mandatory meetings do not count as absences in student teaching.
- k. *Notify the university supervisor of significant changes.* Occasions may arise when it is necessary to recommend further experiences or professional guidance to help a student teacher. The cooperating teacher should submit a dispositional concern in these instances. Should the behavior warrant immediate action, the cooperating teacher should promptly contact the university supervisor or Education Chair.

University Supervisor

After confirming placement, the Coordinator of Field Experiences will assign a university supervisor to every student teacher. The university supervisor is an experienced educator, represents the university, and acts as an advisor, observer, and evaluator during student teaching.

Qualification of the University Supervisor

The university supervisor shall:

- Possess a teaching certificate and a bachelor's degree. A master's or doctoral degree is preferred;
- Possess a record of successful teaching experience in public schools;
- Work well with others and is concerned for the student teacher; and
- Specialize in supervision skills which enable her/him to discern effective pedagogy in the subject observing.

Responsibilities of the University Supervisor

A university supervisor agrees to assume the responsibilities included below:

1. *Be familiar with Chapter 4: Student Teaching of the ECU Teacher Education Handbook*
2. *Serve as the communication link between the student teacher, the university, and the public school.*
3. Complete the following during the first two weeks of student teaching:
 - a. *Complete required CCAST training.* University supervisors must train annually on CCAST prior to conducting student teacher evaluations. Individuals must complete the initial CCAST training when serving as a university supervisor for the first time. After completing the initial CCAST training, individuals may complete the refresher CCAST training in subsequent years
 - b. *Meet with the student teacher and cooperating teacher.* The university supervisor sets an initial, in-person or videoconference meeting to schedule future meetings and observations, review CCAST expectations, and get acquainted with one another. In-person meetings should occur at the student teacher's placement school.
4. *Visit, observe, and conference with the student teacher.* Observe each student teacher a minimum of four times and meet twice to discuss the student teacher's evaluation. The first two observations should occur prior to midterm, and the final two observations should occur after midterm but prior to student teaching ending. The first meeting to discuss the student teacher's evaluation should occur after the second observation, and the second meeting should occur after the fourth

observation. Each observation should extend through one class period. One or more observations can be unannounced to the teacher candidate. The university supervisor should arrange with the cooperating teacher as to the time and date of unannounced observations.

5. *Serve in a supportive role for the student teacher.* A supervisor should provide positive reinforcement and assistance in a constructive manner.
6. *Enhance the student teacher's expertise in instruction and classroom management.* Assist the student teacher in instruction and classroom management as needed.
7. *Discuss/strengthen professional dispositions that contribute to a student teacher's success.* Assist student teacher in strengthening professional dispositions as identified in CPAST.
8. *Review and note student teacher attendance.* Student teachers are required to record attendance daily. University supervisors should monitor attendance data during site visits.
9. *Inform the Coordinator of Field Experiences and Education Department Chair about any significant problems.* Report any significant problems arising during student teaching. In extreme emergencies, such as clear and imminent danger to students' health and safety, immediately notify the Coordinator of Field Experiences or Education Chair.
10. *Work with the Education Department Chair on a student teacher's plan of improvement if needed.* If a student teacher's performance falls below acceptable standards and is placed on a plan of improvement, the university supervisor will work with the Education Chair on implementing and monitoring it.

Evaluation

Candidate Preservice Assessment of Student Teaching (CPAST)

CPAST serves as the formative and summative assessment during student teaching designed to assist in one's professional growth. The CPAST evaluation instrument contains 21 domains with 13 related to pedagogy and eight related to professional dispositions, and a goal for improvement section. The CPAST process involves three meetings (initial, mid-term, and final) and four university supervisor observations.

CPAST Evaluation

The evaluation instrument, CPAST, employed during student teaching is a comprehensive tool designed to assess one's performance. It comprises two distinct sections: pedagogy and professional dispositions. The pedagogy section is divided into four critical areas containing a total of 13 domains that evaluates the candidate's planning for instruction and assessment, instructional delivery, assessment techniques, and an analysis of teaching. Conversely, the professional dispositions section focuses on three key aspects: professional commitment and behaviors, professional relationships, and critical thinking and reflective practice. The professional disposition section covers eight domains.

Within each of the 21 domains, there are four levels of performance identified: does not meet expectations, emerging, meets expectations, and exceeds expectations. In the goals for improvement section, the student teacher identifies one to three specific, measurable goals for improvement.

CPAST Process

The CPAST process involves three key meetings - an initial meeting, a mid-term three-way conference, and a final three-way conference – and four university supervisor observations. All three meetings include the university supervisor, the cooperating teacher, and the student teacher, thus ensuring that the evaluation process considers each other's perspective. The CPAST process also includes completing the CPAST evaluation form at the mid-term and final three-way conferences.

The initial meeting, held either in-person or videoconference and within the first two weeks of student teaching, serves as the foundation. During this session, the university supervisor, cooperating teacher, and

student teacher meet to schedule future meetings and observations, review CCAST expectations, and get acquainted with one another. In-person meetings should occur at the student teacher's placement school.

Prior to the mid-term and final three-way conferences, each person completes the CCAST evaluation form and identifies one to three goals for improvement. During each three-way conference, the university supervisor, cooperating teacher, and student teacher collaboratively complete the CCAST evaluation form. The university supervisor leads the meeting. The three individuals will determine a consensus score for each of the 21 domains as well as determine one to three goals for continuing development. If the individuals cannot agree on a consensus score, the university supervisor will make the final determination.

At the mid-term three-way conference, the student teacher sets one to three goals for improvement for the second part of student teaching, whereas at the final three-way conference, he or she sets goals for the first year of teaching.

The university supervisor observes each student teacher a minimum of four times. The first observation should occur within the first four weeks of student teaching. Each observation should be planned for at least one class period or at least 45 minutes while the student teacher candidate is teaching. The first two observations should occur prior to midterm, and the final two observations should occur after midterm but prior to student teaching ending. Normally, the mid-term three-way conference transpires immediately after the second observation, and the final three-way conference occurs immediately after the fourth observation.

Split Placements

Split placements deviate slightly from the regular CCAST process. The introductory meeting should include both cooperating teachers. The first and second observation and the mid-term three-way conference occur during the first placement, whereas the third and fourth observations and final three-way conference occur during the second placement. Student goals created and recorded at the mid-term three-way conference will be addressed during the second placement.

Clinical Educator Evaluation

The clinical educator evaluation serves as a summative assessment during student teaching designed to assist in the clinical educator's professional growth. The clinical educator evaluation contains 10 areas aligned with the InTASC standards and is completed at the end of student teaching. During the clinical evaluation process, the student teacher evaluates both the cooperating teacher and the university supervisor. Data from the clinical evaluation scores will be aggregated and used for program improvement purposes. No individual scores will be released to the cooperating teacher or university supervisor. Aggregated clinical evaluation data for every semester will be shared with cooperating teachers and university supervisors for that semester. After a clinical educator receives five evaluations, they will receive their average score.

Student Teacher Impact Evaluation

The purpose of the Student Teacher Impact Evaluation is to evaluate a student teacher's ability to impact student learning by comparing baseline student learning (pre-lesson) as demonstrated on an assessment against student learning growth (post-lesson) as demonstrated on the same assessment. Student teachers must complete the Student Teacher Impact Evaluation to receive a "P" passing score in the student teacher courses.

Professional Expectations and Accountability

Student teachers are expected to follow the principles that define the proficiencies, professional dispositions, and professional practice expected in the field of education. If not, student teachers may be issued a plan of improvement or be subject to removal from the teacher education program in accordance with the process for disciplinary action included in this handbook.

If issued a plan of improvement, corrections and improvement need to take place immediately. Failure to correct the deficiencies will result in an Education Department administrator or designee acting on one's grade or candidacy in the Teacher Education Program. During the plan of improvement, education department staff will provide efforts to assist one in correcting the deficiency as identified in the plan of improvement.

The Education Department Chair reserves the right to terminate a student teaching placement if he/she determines that the student teacher demonstrates unacceptable professional performance, conduct, or if the teacher candidate is unable to sustain an adequate level of learning for the students in his/her classroom. The cooperating school reserves the right to terminate placement at their discretion if it is in the best interest of their students.

Tiger PRIDE Notes

How many observations are completed during the student teaching semester and who completes the evaluations?

Observations: at least 4

Consensus Meetings (suggested after the second and fourth observation)

The cooperating teacher, university supervisor, and teacher candidate each have input into the Three-way Consensus document. However, the university supervisor is the only one who turns the consensus document into the Assessment Coordinator.

What happens if there is an issue? Issues sometimes arise during student teaching. If an issue occurs the student teacher, cooperating teacher, administrator, university supervisor, chair of the Department of Education, and Coordinator of Field Experiences should all be made aware of the issue. All those involved should act professionally and in the best interest of the students at the school.

How many hours should a teacher candidate be present at the school and how are these hours tracked? Teacher candidates are expected to attend the same hours that are required by teachers at the school. Hours are tracked through an attendance log signed by both the student teacher and cooperating teacher.

Remember: Every placement is different. While the university would encourage a cooperating teacher to give full control of his/her classroom over to a student teacher for 4-6 weeks, this may not be possible. Always consider what is in the best interest of current and future students.

CHAPTER 5: Key Assessments

Introduction

Teacher candidates are required to take the key assessments that provides evidence of their knowledge in identified standard areas for initial teacher certification.

The purpose of the key assessments is to assess students' performances, essential knowledge, and critical dispositions throughout the teacher education program. Data collected from the key assessments are used to support the education unit program reports intended to inform, improve, and maintain accreditation of the teacher certification programs. At the conclusion of Block III and prior to student teaching, a compilation of all key assessment data for each student will be provided to the student and will be reviewed for adequate progression of learning by the Education Department Chair or designee.

Key Assessments

The key assessments serve as a mid-program assessment and occur in Blocks I, II, and III. Key assessments require students to reflect on artifacts, which exemplify a teacher candidate's best work illustrating mastery of the InTASC Model Core Teaching Standards. The key assessments and blocks in which they are administered are as follows:

Prescribed Artifacts and Key Assessment Timeline

Block	Standards & Tasks	Course	Artifact
1	Standard 10: Leadership and Collaboration	EDUC 2631	Website/Newsletter/Google Slides Presentation
1	Standard 9: Professional Learning and Ethical Practice	EDUC 2012	Self-Evaluation
2	Standard 1: Learner Development	EDPSY 3513	Digital Presentation on Learner Development
2	Standard 2: Learning Differences	EDPSY 3513	Digital Presentation on Learner Differences
2	Standard 3: Learning Environments	EDPSY 3513	Big Idea Compendium / Self-Analytical Reading Application
3	Standard 4: Content Knowledge	EDUC 4042 or EDUC 4052	Lesson Plan 1
3	Standard 5: Application of Content	EDUC 4632	Technology Integration Multi-Modal Project
3	Standard 6: Assessment	EDPSY 3513	Lesson Plan with Multiple Assessments
3	Standard 7: Planning for Instruction	EDUC 4042 or EDUC 4052	Lesson Plan 2
3	Standard 8: Instructional Strategies	EDUC 4042 or EDUC 4052	Lesson Plan 3

Key Assessment Performance Expectations

An acceptable level of performance on each key assessment is 80%, which is the Education Department's standard for proficiency. Students not scoring at 80% or higher on any key assessment must resubmit to the instructor after making changes. Instructors may, but are not expected, to accept additional re-submissions after the second submission.

The Education Department Chair or designee will review a compilation of all key assessment data for each student submitting a student teaching application. Students must demonstrate an adequate progression of learning as demonstrated on these key assessments prior to student teaching. Students not demonstrating an adequate progression of learning may be required to re-submit a key assessment or multiple assessments and receive an acceptable score before being permitted to student teach. Upon student request, the Education Department will provide support and resources to assist the student if required to re-submit a key assessment or multiple assessments.

Failure to meet an adequate progression of learning as demonstrated on these key assessments at the review prior to student teaching may result in the student being placed on a plan of improvement or a recommendation for dismissal from the teacher education program.

InTASC Standard Key Assessment Reflection Expectations

Directions: The reflection should be completed in a three-paragraph manner and submitted with each artifact for each standard in a Teacher Education Program Key Assessment. Write in complete sentences and in paragraph form making your reflection read like an essay that flows from one thought/topic to another.

Paragraph 1. Identity of and Purpose for Standard: The teacher candidate should:

- 1) identify the standard number and the exact wording of the standard,
- 2) restate the standard in his/her own words, and
- 3) explain the purpose of the standard, addressing why the standard is important for teachers to understand and consider in their classrooms.

Paragraph 2. Identify and Describe the Artifact: The teacher candidate should identify and describe how the artifact represents mastery of the standard. Examples of artifacts include, but are not limited to, lesson plans, assessments, instructional strategies, and curricular materials

Paragraph 3. Impact on Teacher Candidate: The teacher candidate should address the way(s) this artifact or understanding of the standard impacted his/her performances, essential knowledge, and critical dispositions by incorporating at least one sub-standard in each respective domain (performances, essential knowledge, and critical dispositions) when answering.

InTASC Standard Key Assessment Rubric

Criteria	Proficient 100%	Acceptable 80%	Developing 60%	Beginning 40%
Paragraph 1: Identity of and Purpose for Standard (20)	Clearly identifies the standard number and wording, accurately rephrases in own words, and provides a thoughtful, detailed explanation of the standard's purpose.	Identifies the standard number and wording, restates it in own words, and provides a general explanation of its purpose, showing a good understanding of	Partially identifies or inaccurately rephrases the standard; provides a limited or unclear explanation of its purpose, showing minimal understanding of its role in teaching.	Standard is missing or described inaccurately. Little to no explanation of the standard's purpose or importance.

Criteria	Proficient 100%	Acceptable 80%	Developing 60%	Beginning 40%
	Demonstrates a strong understanding of why this standard is crucial for effective teaching.	its importance for teaching.		
Paragraph 2: Identification and Description of Artifact (20)	Artifact is clearly identified and comprehensively described, with a thorough explanation of how it represents mastery of the standard. Strong alignment with the standard and well-supported understanding of mastery.	Artifact is identified and described, with a general connection to the standard, demonstrating understanding of alignment with standard.	Artifact is only partially identified or described with limited detail; shows minimal alignment with standard, offering limited evidence of mastery.	Artifact is missing, lacks a description, or does not relate to the standard. No evidence of alignment or understanding.
Paragraph 3: Impact on Teacher Candidate (50)	Provides a reflective, insightful analysis on how the artifact and understanding of the standard influenced performances, essential knowledge, and critical dispositions. Thoughtfully incorporate at least one sub-standard from each domain, demonstrating strong self-awareness and readiness for teaching.	Reflects on how the artifact and standard understanding impacted performances, essential knowledge, and critical dispositions. Three domain sub-standards are marginally addressed, showing a good level of self-awareness and preparedness for teaching.	Provides limited reflection on the impact of the artifact or standard understanding. Minimal consideration of performances, knowledge, and dispositions, with little connection to teaching readiness.	Reflection is missing or lacks meaningful analysis of the artifact's or standard's impact. Fails to address performances, knowledge, or dispositions.
Writing Quality and Flow (10)	Reflection is well-organized, written in a clear, essay-style format that flows naturally between paragraphs. Writing is polished, free from grammar or spelling errors, and highly readable.	Reflection is organized with clear transitions. Writing is generally essay-like, with minor grammar or spelling issues that do not interfere with readability.	Organization is weak, with limited flow between paragraphs. Several grammar or spelling issues detract from readability.	Disorganized and difficult to follow. Lacks flow, with multiple grammar or spelling issues that impact readability.

Tiger PRIDE Notes

When submitting a key assessment assignment, what steps must I complete? First, students must complete the artifact. If the artifact is an InTASC Standard artifact, you will also have to complete a reflection. Once the artifact and/or reflection is complete, you submit the artifact and reflection to the instructor. Once you have received 80% or greater on the submission, then you can upload the artifact and/or reflection.

Does the key assessment have to be completed? All key assessments must be completed before a student can move on to the next Block of instruction.

Appendix

- Item A Professional Education Block Courses
- Item B Student Plan of Improvement
- Item C Undergraduate Disposition Rubric

Item A: Professional Education Block Courses

Below is a list of the sequence of Professional Education Block Courses taken at ECU. Each course must be taken and a teacher candidate must receive a C in the course or better to progress through the courses. This sequence was approved by the Oklahoma Regents July 2017 and implemented Fall 2017 for students entering Block I.

Teacher Education Courses (5 Hours)

PSYCH 3463 Child and Adolescent Psychology
EDUC 2402 Survey of Exceptional Child

BLOCK I - Sophomore Year (5 Hours)

EDUC 2012 Diversity in American Education
EDUC 2402 Survey of Exceptional Child (If not taken earlier)
EDUC 2631 Foundations of Education Technology
EDUC 2211 Field Experience I

BLOCK II – Junior Year (6 Hours)

EDPSY 3513 Educational Psychology
EDUC 3001 Field Experience II

BLOCK III – First Semester Senior Year (4 Hours)

EDUC 4042 Strategies for Effective Teaching in Elementary and Early Childhood Education
Or
EDUC 4052 Effective Teaching in Secondary Education
EDUC 4632 Strategies for Integrating Educational Technology
EDUC 4611 Field Experience III

BLOCK IV – Last Semester Senior Year (12 Hours)

EDUC 4262 Student Teaching Seminar I
EDUC 4282 Student Teaching Seminar II
EDUC 4954 Supervised Student Teaching Elementary Schools*
EDUC 4964 Supervised Student Teaching Grades PK-12*
EDUC 4974 Supervised Student Teaching Secondary Schools*

*Depends on a student's program of study; enrolled in twice

Item B: Student Plan of Improvement

Student Name:

Education Dept. Administrator:

Date:

Re: ECU Education Department Notice of Deficiency and Plan of Improvement

1) Notice

This is your written notice of deficiency for the areas listed below and plan of improvement. Corrections and improvement need to take place immediately. Failure to correct the deficiencies will result in an Education Department administrator or designee acting on your grade or candidacy in the Teacher Education Program.

2) Deficiencies (Specific areas of deficiency are listed below)

3) Rationale (Specific areas not complying with Teacher Education Program expectations and why failing to comply is significant are listed below)

4) Corrective Action(s) Required (Specific corrective actions and expectations are listed below)

5) Effort to Assist (Specific areas ECU faculty will assist the student are listed below)

6) Timeline for Improvement (Corrective action and improvement shall begin immediately and an Education Department administrator or designee will identify a future date to review the student's improvement)

Acknowledgement of Receipt

I acknowledge receipt of this written notice of deficiency and plan of improvement. Signing this does not reflect acknowledgement, agreement, or approval of any of the aforementioned behavior. My signature only reflects that I have received a copy of this notice of deficiency and plan of improvement.

Student Signature

Date

Items C: Pre-Student Teaching Disposition Rubric

Dispositions are the habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6).

Item	Does Not Meet Expectation (0)	Emerging (1)	Meets Expectation (2)	Exceeds Expectation (3)
Demonstrates Effective Communication	Does not demonstrate effective communication with others.	Does not appear comfortable discussing information or academic progress with others.	Provides information to others to promote understanding and academic progress.	Interacts with others in ways that improve understanding and encourage academic progress.
Demonstrates Punctuality	Frequently reports to class or commitment after the event has begun.	In general, sometimes reports to class and commitments after the event has begun	In general, reports on time for class and commitments	In general, reports on time or early for class and commitments.
Meets Deadlines and Obligations	Frequently misses deadlines and obligations established by the instructor or cooperating teacher AND does not inform instructors or cooperating teacher of absences prior to the absence	Most of the time meets deadlines and obligations. established by the instructors and cooperating teachers. AND Informs some instructors or cooperating teachers of absences prior to the absence	Meets deadlines and obligations established by the instructors and cooperating teachers. AND Informs most instructors or cooperating teachers of absences prior to the absence.	Meets deadlines and obligations established by the instructors and supervising teachers AND Informs all instructors or cooperating teachers of absences prior to the absence.
Preparation	Not prepared with all materials and coursework	Not consistently prepared AND	Prepared daily for coursework AND	Prepared daily for coursework AND

	AND Materials are not accessible or organized.	Materials and coursework are either accessible or organized.	Materials accessible and organized;	Materials accessible and organized; AND Prepared for unexpected (sick, change of schedule) and is flexible
Responds Positively to Constructive Criticism	Is not receptive to feedback, constructive criticism, and supervision AND/OR does not incorporate feedback.	Is receptive to feedback, constructive criticism, and supervision AND/OR incorporates feedback inconsistently.	Is receptive to feedback, constructive criticism, supervision, and responds professional AND incorporates feedback to improve practice	Is receptive to feedback, constructive criticism, supervision, and responds professional AND incorporates feedback to improve practice AND proactively seeks opportunities for feedback from other professionals.