A Prescriptive, Reflective, Integrative Model for Educators
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INTRODUCTION

Congratulations upon your interest in becoming a member of the teaching profession. In addition to being the largest of the professions, teaching may be considered to be basic to all other professions. In other words, other professions are made possible through the work of teachers in elementary and secondary schools, colleges, and universities.

Becoming a successful teacher presents a greater challenge today than at any previous time in history. Students expect more from schools and their teachers than they did in earlier days. Pressures applied by them, as well as by parents and by the profession itself, to find improved ways of teaching have led to the development of new programs and instructional strategies such as inquiry approaches, simulation games, contract approaches, computer-assisted instruction, and programmed learning materials. Teachers are being challenged to utilize new approaches in an effort to improve learning results. Furthermore, schools and teachers today are dealing with a clientele which is considered more knowledgeable than previous students due to such factors as mass media, population mobility, population shifts from rural to metropolitan areas, and the economic ability to travel widely.

But a genuine challenge serves to attract people equipped to accept and meet the challenge. As a result, better qualified persons today are being attracted to teaching. They also have the benefit of improved teacher preparation programs. For those who are personally and professionally qualified, teaching offers a genuine challenge and an opportunity to make a major contribution to the improvement of society.

TEACHER CERTIFICATION PROGRAMS

East Central University offers undergraduate professional preparation for teachers in the following specialized areas:

Standard Certification

Elementary

Early Childhood Education, grades PK-3 (Required for Kindergarten - 1-93)
Elementary Education, grades 1-8 (and 7-8 Middle School Endorsements)

Elementary-Secondary - K-12

Art, grades K-12
Health and Physical Education, grades K-12
Music, grades K-12
Special Education, grades PK-12 (Mild/Moderate Disabilities Certificate)
Secondary Grades - 7-12

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<thead>
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<tr>
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<td>Mathematics</td>
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<tr>
<td>English</td>
<td>Physics</td>
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<tr>
<td>Family and Consumer Sciences</td>
<td>Speech</td>
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PHILOSOPHY/PURPOSE/GOALS

The faculty of the School of Education and Psychology at East Central University 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 in pedagogy. The teacher education program has followed 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 diverse learners.

EAST CENTRAL UNIVERSITY MISSION STATEMENT

East Central University’s mission is 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. Within its service area, East Central University provides leadership for economic development and cultural enhancement.

NATIONAL, STATE, AND INSTITUTIONAL STANDARDS

The standards for ALL Teacher Education programs at East Central University are those required by the National Council for the Accreditation of Teacher Education (NCATE) and those of the State of Oklahoma plus those Institutional Standards identified and implemented by the Unit. NCATE standards for undergraduate and advanced programs have been utilized in the development of the ECU Teacher Education Programs. The NCATE Standards, the fifteen standards required by the State of Oklahoma, and the Institutional Standards for East Central University noted in the appendices of this document serve as the framework utilized for all ECU Professional Education Programs.
COLLEGE OF EDUCATION AND PSYCHOLOGY MISSION STATEMENT

The teacher education program’s mission is to provide a quality program that prepares students to enter careers as teachers and/or administrators. Academic preparation requires traditional general studies, professional studies, and specialty course work. Programs lead to state certification as teachers and/or administrators. The program mission is further expanded to meet the growing needs of the southeast region of Oklahoma and mandates of the Oklahoma Legislature. Essentially, the Teacher Education Program provides an avenue for gaining knowledge, skills and dispositions necessary for success as a teacher and/or administrator and an avenue to upgrade knowledge and skills related to more effective teaching and administration.

DEPARTMENT OF EDUCATION

Early Childhood Mission Statement
The mission of the Early Childhood Education Program is to provide a quality educational program that prepares students to enter careers as pre-kindergarten through third grade teachers and to provide leadership in other child education and child care settings.

Elementary Education Mission Statement
The mission of the Elementary Education Program is to provide a quality educational experience that prepares candidates to be successful teachers in first through eighth grades.

Special Education Mission Statement
The mission of the Special Education program is to provide a quality educational program that prepares students to enter careers as Special Education teachers of children and youth with mild/moderate disabilities ages birth through 21.

CANDIDATE DISPOSITIONS

The Conceptual Framework (Figure 1) reflects the focus of the ECU Teacher Education Programs to ensure that candidates have the dispositions necessary to allow them to be successful in the teaching profession. The dispositional areas identified and integrated throughout our conceptual framework and therefore throughout our program area as follows:

- Professionalism
- Learning
- Respect
- Hold High Expectations
- High Teacher Efficacy

A detailed list of the dispositions as well as the behaviors associated with each disposition is listed in Appendix D along with the evaluation instruments used to measure the dispositions in field experiences as well as in methods classes. Additionally, the process for mentoring teacher
candidates who are identified as having dispositional concerns is included in Appendix E. The evaluation instruments used for teacher education candidates clearly define the educational dispositions expected of our candidates at each level of the program. Candidates are assessed not only by education faculty at the university but also by stakeholders involved in the public school. These assessments focus on the knowledge, skills, and dispositions required for each of our candidates. A list of the skills is found in Appendix F.

CONCEPTUAL FRAMEWORK

The conceptual framework model developed, adopted, and implemented by the East Central University professional education unit faculty is based on essential knowledge, established and current research, and sound professional practice (Figure 1). The framework model has been established to reflect the university mission and the unit philosophy and beliefs and the standards and knowledge base for general studies, specialty areas, and professional studies. The unit adopted the unifying phrase “Prescriptive, Reflective, Integrative Model for Educators,” or its acronym PRIME, to represent the model. The PRIME model is based on current research and incorporates the five adequacy criteria for knowledge base models described by Vali and Tom (1988): scholarship, multiplicity, relatedness, usefulness, and reflectivity. The works of Bruner, Bloom, Maslow, and Rogers are among those which have guided the development of the Model. The ECU model was reviewed by stakeholders in numerous meetings during 2001 and revised to more clearly align terminology utilized in the current professional arena and more clearly demonstrate the system interconnectiveness.

The theme selected for the PRIME Model organization and curriculum is “The Educator: A Prescriptive, Reflective, and Integrative Practitioner.” This signifies that the approach is to be prescriptive with regard to what should be taught and to be reflective regarding what has been taught, as well as to integrate the curriculum. The focus on prescriptive and reflective teaching comes from the work of Cruickshank (1985), Barnes (1989), Rikard and Beachman (1992), and Wellington (1991) and the call for an integrated curriculum comes from the work of Bereiter and Scardamalie (1987), Brophy (1989), Ducharme and Ducharme (1999), and Resnick (1987).

The professional education unit faculty is convinced, both from the weight of its own collective teaching experience and observation, and from the lessons of research, that the most fruitful teaching judgments are generally rooted in assessment (i.e., prescription and reflection). It was felt that a program needed to be developed that provided a framework for thinking about teaching. A program that would build confidence and competence in using theory and research as well as “wisdom of practice.”

Prescriptive and reflective teaching involves teachers in carefully observing their own and their students’ actions and in finding ways to make sense of situations or difficulties. It can involve uncovering the factors teachers or students find important in making certain decisions (Fenstermacher, 1978; Bullough, 1989; Schon, 1983, Zeichner, 1987; Canning, 1991; Thomas and Montgomery (1999); and Dill and Stafford, 1994). This process may involve looking for new and more helpful ways to characterize situations. Prescription and reflection of this sort enables teachers to make themselves aware of student diversity, students’ needs, and their own
strategies of reasoning, and their assumptions about teaching situations; this awareness, in turn, can be the starting point for systematically improving their thinking and decision-making (Siegel and Shaughnessy, 1994; Edmundson, 1990). Similarly, prescription and reflection become a direct tool of instruction when teachers find ways to get their students to articulate and review the reasoning which has helped or hindered them in their learning activities (Sparks-Langer and Colton, 1991).

The East Central emphasis on an integrated approach to the instructional process is based on the premise that the teacher’s role should be to foster an understanding of integrated academic disciplines rather than isolated disciplines. The integrated discipline curriculum approach focuses on learning with understanding which diminishes the fragmentation and reduction of information into isolated bits of knowledge (Oxley, 1994; Perkins and Blythe, 1994). This approach integrates the content with an emphasis on whole, meaningful experiences that absorb and engage students. The focus is on teaching for understanding. Individual elements are not taught in isolation; but instead, students are taught to think critically and make integrative connections among these various elements. In so doing, students are better able to use the elements in applicable situations in and out of school. Students no longer simply “parrot back” information and phrases from lectures and textbooks; but instead, apply information to new situations (Gardner and Boix-Mansilla, 1994).
Professional educators cannot learn about instruction in a vacuum. The actions of candidates and the content they learn impact instruction. Knowledge related to student diversity, characteristics, and behaviors and content interacts with knowledge of pedagogy when making decisions about the instructional process (Anderson, 1989). Thus, the PRIME Model developed and adopted by the unit faculty utilized a systematic, experience-based approach to developing program standards. As such, all graduate certification and certification only programs require extensive practica.

Through an explicit four-stage model of instruction which focuses on standards, acquisition of knowledge, modeling and practice of pedagogy, clinical and field-based application, as well as professional application, students are provided avenues to learn and practice skills designed to meet the program standards (see Figure 2). An evaluation system which allows for institutional self-study, instructor evaluation, follow-up studies, and student evaluation, instructor self-evaluation, and chair evaluation provides the mechanism to constantly evaluate the student, the faculty, the leadership, and the program.

A cycle of continuous improvement is embedded in the Teacher Education Program at East Central University. Practitioners, university faculty and administration and other program stakeholders meet regularly to review the program and to plan for revisions as they are needed. Thus, the East Central University program has a clearly delineated knowledge base which is part of a continuous improvement process which involves the stakeholders of the program. The program is knowledge-based and experiential and is targeted to meet the required standards of both “NCATE and the Oklahoma State Department of Education.”

**PORTFOLIO POLICY**

Beginning in the Fall, 1997 teacher education students have been required to submit a comprehensive document that provides evidence of their competency in identified standard areas for initial teacher certification (see Appendix A for Standards). Beginning in Spring 2013, students enrolled in EDUC 2012 Foundations of Education that intend to apply for admission to the East Central University Education Program to pursue teacher certification will be required to purchase a 2 year license for the Chalk and Wire portfolio system with the option to extend the license if additional time is needed. All required documents listed in this handbook will be managed and assessed with Chalk and Wire to be used as data to determine successful completion of the portfolio for the candidate’s recommendation for certification.

The data will also be used to support the education unit program and specialized program association (SPA) reports intended to inform, improve and accredit the teacher certification programs at East Central University through the National Council for Accreditation of Teacher Education. All data remains confidential and is, maintained, “... in accordance with the provision of the Family Educational Rights and Privacy Act as amended and as qualified by the Oklahoma Open Records Act,” (retrieved from the East Central University Student Handbook, p. 11. [http://www.ecok.edu/SiteContent/1/documents/academic_advising/Student%20Handbook_2011.pdf](http://www.ecok.edu/SiteContent/1/documents/academic_advising/Student%20Handbook_2011.pdf)). Additional security information for Chalk and Wire may be found at [http://chalkandwire.com/index.php/privacy/](http://chalkandwire.com/index.php/privacy/).
PORTFOLIO DEFINITION

The portfolio is an edited, integrated collection of a teacher candidate’s evidence that identified program standards have been acquired. It is not merely a file of course projects nor is it a scrapbook of teaching memorabilia. It is a collection representing a candidate’s best work over a period of time. It should showcase the candidate’s best creative work as a professional education candidate to demonstrate accomplishment of the state’s standards with reflections on each document. While it is a collection of documents, the portfolio provides tangible evidence of the wide range of knowledge, dispositions, and skills that candidates possess as professionals. A satisfactory portfolio is a requirement for completion of the education program.

PORTFOLIO STRUCTURE AND GUIDELINES

The portfolio should be organized in a prescribed electronic format (see policies above). The portfolio will be organized into three sections with appropriate artifacts to show your best work. The required format of these sections is as follows:

Professional Portfolio Format

*Preface or introduction to portfolio
*Table of contents

Section I: Background Information

*Resume/vita
*Teacher Education Admission Letter

Section II: Teaching Artifacts Illustrating Oklahoma’s Fifteen Standards

*Documentation of mastery relative to fifteen general program standards essential knowledge and critical dispositions
*Explanatory caption and rationale attached to each artifact (one per standard)
*Rationale format (Appendix C)
*Block I Standards 9, 12, 13, 15, Block I Portfolio Rationale
*Block II Standards 1, 2, 3, 5, 10, Block II Portfolio Rationale
*Block III Standards 4, 6, 7, 8, 11, 14, Block III Portfolio Rationale
*Block IV Standards Teacher Work Sample (TWS-TPA)

During the student teaching semester, students will develop a Teacher Work Sample to demonstrate understanding and application of all 15 standards performances. TWS requirements have been adapted from the Oklahoma Teacher Work Sample and AACTE’s edTPA.
PORTFOLIO CONTENTS

The Teacher Education Program at East Central University requires a portfolio to show mastery of the 15 state standards. One artifact/rationale is required for Standards 1-15 (Blocks I, II and III) with student-created artifacts prescribed as assignments during the professional block courses to create stronger connections between standards, field experience observations and impact on the candidate’s skills, knowledge and disposition. The purpose of the portfolio is for the teacher candidate to demonstrate mastery of the 15 state standards; therefore, it is imperative for the candidate to provide a rationale of the purpose of the standard and its impact on the candidate’s skills, knowledge and disposition toward teaching.

During professional coursework and clinical experiences, mastery will be assessed based on essential knowledge and critical dispositions as defined by the 2011 InTASC Standards (1-10) and Oklahoma General Competencies for Licensure and Certification (Standards 11-15). Performance criteria will be assessed during the student teaching experience through a combination of the Student Teacher Evaluation and the Teacher Work Sample (TWS). The Teacher Work Sample is adapted from the Oklahoma Teacher Work Sample and the Teacher Performance Assessment (edTPA) supported by the American Association for Colleges of Teacher Education. The TWS will demonstrate understanding and application of all 15 standards.

**IDENTIFIED ARTIFACTS BY STANDARD**

<table>
<thead>
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<th>Standard</th>
<th>Block</th>
<th>Course</th>
<th>Artifact</th>
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</thead>
<tbody>
<tr>
<td>1. Learner Development</td>
<td>II</td>
<td>EDPSY 3513</td>
<td>Field Exp. Paper-Cognitive Development</td>
</tr>
<tr>
<td>2. Learning Differences</td>
<td>II</td>
<td>EDPSY 3513</td>
<td>Field Exp. Paper-Learning Styles</td>
</tr>
<tr>
<td>3. Learning Environments</td>
<td>II</td>
<td>EDPSY 3513</td>
<td>Field Exp. Paper-Teacher Interview (Management)</td>
</tr>
<tr>
<td>4. Content Knowledge</td>
<td>III</td>
<td>EDUC 4043</td>
<td>Lesson Plan*</td>
</tr>
<tr>
<td>5. Application of Content</td>
<td>II</td>
<td>EDUC 4632</td>
<td>Technology Enhanced Activity</td>
</tr>
<tr>
<td>6. Assessment</td>
<td>III</td>
<td>EDUC 4043</td>
<td>Lesson Plan* with Multiple Assessments</td>
</tr>
<tr>
<td>7. Planning for Instruction</td>
<td>III</td>
<td>EDUC 4043</td>
<td>Unit*</td>
</tr>
<tr>
<td>8. Instructional Strategies</td>
<td>III</td>
<td>EDUC 4043</td>
<td>Unit Project*</td>
</tr>
<tr>
<td>9. Professional Learning and Ethical Practice</td>
<td>I</td>
<td>EDUC 2012</td>
<td>Philosophy of Teaching</td>
</tr>
<tr>
<td>10. Leadership and Collaboration</td>
<td>II</td>
<td>EDUC 4632</td>
<td>Website/Newsletter</td>
</tr>
<tr>
<td>11. Career Awareness</td>
<td>III</td>
<td>EDUC 4043</td>
<td>Parent Letter-Career activity</td>
</tr>
<tr>
<td>12. Process of Learning</td>
<td>I</td>
<td>EDUC 2012</td>
<td>Teacher Interview-Professional Development/Lifelong Learning</td>
</tr>
<tr>
<td>13. Legal Aspects</td>
<td>I</td>
<td>EDUC 2012</td>
<td>School Board Meeting Reflection</td>
</tr>
<tr>
<td>14. Standards-Based Instruction</td>
<td>III</td>
<td>EDUC 4043</td>
<td>Lesson Plan*</td>
</tr>
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*Artifacts for EDUC 4043 may be adapted from activities or assignments originally developed in methods or other previous coursework.
### IDENTIFIED ARTIFACTS BY BLOCK

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<td>Teacher Interview-Professional Development/Lifelong Learning</td>
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<td>12. Process of Learning</td>
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<td>Technology Enhanced Activity</td>
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<td>III</td>
<td>EDUC 4043</td>
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<td>Lesson Plan*</td>
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*Artifacts for EDUC 4043 may be adapted from activities or assignments originally developed in methods or other previous coursework.

### PORTFOLIO EVALUATION SCHEDULE

All students will be provided with this unit Undergraduate Portfolio Handbook in Block I. Candidate portfolios will be graded at the end of each professional education block according to the rubrics in Appendix B. The designated course responsible for fulfillment of the portfolio requirement in Block I is EDUC 2012 Foundations of Education. The designated course for Block II is EDPSY 3513 Educational Psychology. The designated course for Block III is EDUC 4043 Strategies for Effective Teaching, and the designated course for Block IV is EDUC 4262 Student Teaching Seminar. These courses have a program portfolio requirement. You DO NOT receive a grade for the portfolio, but failure to satisfactorily complete the portfolio by the deadline will result in an F for the designated course.
APPENDIX A

Oklahoma General Standards
From the Oklahoma Commission for Teacher Preparation,

“The revised InTASC (Interstate Teacher Assessment and Support Consortium) Teaching Standards emphasize student achievement, critical thinking, diverse learners and literacy skills. The standards are the backbone of the Oklahoma Competencies for Teaching. The revised InTASC standards have been adopted by the Commission and an implementation timeline is being developed.” Retrieved 1/4/13 from http://www.ok.gov/octp/

InTASC Model Core Teaching Standards
April 2011

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.

Standards 11 through 15 are specific to Oklahoma and have not changed from the previous adoption.

Standard #11: Career Awareness: The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

Standard #12: Process of Learning: The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.

Standard #13: Legal Aspects: The teacher understands the legal aspects of teaching, including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.

Standard #14: Standards-Based Instruction: The teacher understands, and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

Standard #15: Teacher Evaluation: The teacher understands the state teacher evaluation process, “Oklahoma Criteria for Effective Teacher Performance,” and how to incorporate these criteria in designing instructional strategies.
OKLAHOMA
GENERAL STANDARDS
FOR TEACHER LICENSURE AND CERTIFICATION

{Adopted May 23, 1996 by the State Board of Education as required by Legislative House Bill 1549 for creation of a competency-based teacher preparation program to be implemented July 1, 1997}

1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills and effective use of technology.

5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self motivation and active engagement in learning, thus, providing opportunities for success.

6. The teacher develops a knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.

10. The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students’ learning and well-being.
11. The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.

13. The teacher understands the legal aspects of teaching, including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.

14. The teacher understands, and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

15. The teacher understands the state teacher evaluation process, “Oklahoma Criteria for Effective Teacher Performance,” and how to incorporate these criteria in designing instructional strategies.
APPENDIX B

Rubrics for Evaluation of General Standards
East Central University Department of Education  
Level One: Foundations of Education  
Verification Form

NAME ____________________________      ID# ________________________
Major ____________________________        Semester __________________      Year ______________

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</tbody>
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COMMENTS:

INSTRUCTOR SIGNATURE ____________________________  DATE ______________

STUDENT SIGNATURE ____________________________  DATE ______________
# East Central University Department of Education
## Level One: Foundations of Education

<table>
<thead>
<tr>
<th>Standard Evaluated</th>
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<th>Met/Weakness</th>
<th>Met</th>
</tr>
</thead>
</table>
| **Standard 9**     | Rationale **does not** demonstrate understanding of the essential knowledge and critical dispositions of the standard | Rationale demonstrates understanding of the **Essential Knowledge and Critical Dispositions of the standard** listed below. There is **minimal** evidence of prescription, reflection or integration of these elements into the candidate’s own practice. **ESSENTIAL KNOWLEDGE**  
- The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.  
- The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).  
- The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities. **CRITICAL DISPOSITION**  
- The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. | Rationale demonstrates understanding of the **Essential Knowledge and Critical Dispositions of the standard** including all of those in the **MET/WEAKNESS** plus those listed below, AND there is evidence of prescription, reflection or integration of these elements into the candidate’s own practice. **ESSENTIAL KNOWLEDGE**  
- The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.  
- The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. **CRITICAL DISPOSITION**  
- The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.  
- The teacher is committed to deeper understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.  
- The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. |
<p>| <strong>Standard 12</strong>    | Rationale <strong>does not</strong> demonstrate the Skills, Knowledge and Disposition of the standard. | Rationale <strong>minimally</strong> demonstrates the Skills, Knowledge and Disposition of the standard. There is <strong>minimal</strong> evidence of prescription, reflection or integration of these elements into the candidate’s own practice. | Rationale <strong>fully</strong> demonstrates the Skills, Knowledge and Disposition of the standard. |
| <strong>Standard 13</strong>    | Rationale <strong>does not</strong> demonstrate the Skills, Knowledge and Disposition of the standard. | Rationale <strong>minimally</strong> demonstrates the Skills, Knowledge and Disposition of the standard. There is <strong>minimal</strong> evidence of prescription, reflection or integration of these elements into the candidate’s own practice. | Rationale <strong>fully</strong> demonstrates the Skills, Knowledge and Disposition of the standard, AND there is evidence of prescription, reflection or integration of these elements into the candidate’s own practice. |</p>
<table>
<thead>
<tr>
<th>Standard Evaluated</th>
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<tbody>
<tr>
<td><strong>Standard 15</strong></td>
<td>Rationale does not demonstrate the Skills, Knowledge and Disposition of the standard.</td>
<td>Rationale minimally demonstrates the Skills, Knowledge and Disposition of the standard. There is minimal evidence of prescription, reflection or integration of these elements into the candidate’s own practice.</td>
<td>Rationale fully demonstrates the Skills, Knowledge and Disposition of the standard, AND there is evidence of prescription, reflection or integration of these elements into the candidate’s own practice.</td>
</tr>
</tbody>
</table>
| **Artifact Rationale** | • Rationale does not demonstrate the candidate’s self-awareness of changes in knowledge, skills and disposition resulting from the completion of the portfolio  
• Rationale does not make connections between the standards and practice. | • Rationale somewhat demonstrates the candidate’s self-awareness of changes in knowledge, skills and disposition resulting from the completion of the portfolio  
• Rationale makes connections between the standards and practice. | • Rationale demonstrates the candidate’s self-awareness of changes in knowledge, skills and disposition resulting from the completion of the portfolio  
• Rationale makes connections between theory, standards and practice. |
| **Block I Portfolio Rationale** | • The rationale do not connect to the standard represented  
• Some artifacts are not created by the student  
• More than three spelling or grammatical errors  
• Portfolio was submitted late  
• More than three revisions are required | • Most of the rationale connect to the standard represented  
• Some artifacts are not created by the student  
• Less than three spelling or grammatical errors  
• Portfolio is submitted by the due date  
• Less than three revisions are required | • Every rationale is connected to the standard it represents  
• Every rationale addresses the impact on the candidate’s skills, knowledge and disposition  
• Artifacts have been created by the student  
• No spelling or grammatical errors  
• Portfolio is submitted by the due date  
• All criteria are met on first submission |
| **Overall Portfolio** | • The rationale do not connect to the standard represented  
• Some artifacts are not created by the student  
• More than three spelling or grammatical errors  
• Portfolio was submitted late  
• More than three revisions are required | • Most of the rationale connect to the standard represented  
• Some artifacts are not created by the student  
• Less than three spelling or grammatical errors  
• Portfolio is submitted by the due date  
• Less than three revisions are required | • Every rationale is connected to the standard it represents  
• Every rationale addresses the impact on the candidate’s skills, knowledge and disposition  
• Artifacts have been created by the student  
• No spelling or grammatical errors  
• Portfolio is submitted by the due date  
• All criteria are met on first submission |

**Additional Comments:**

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# Verification Form

**East Central University Department of Education**  
**Level Two: Educational Psychology & Educational Technology**  
**Verification Form**

<table>
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<tr>
<th>ITEM</th>
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<tbody>
<tr>
<td>Block I Rubric</td>
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<tr>
<td>Letter of Admission to ECU Education Program</td>
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<tr>
<td>Peer Reviews</td>
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<td>Standard 1</td>
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<td>Standard 10</td>
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<tr>
<td>Block II Portfolio Rationale</td>
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<tr>
<td><strong>PORTFOLIO IS COMPLETE FOR BLOCK II</strong></td>
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**COMMENTS:**

**INSTRUCTOR SIGNATURE**  
**DATE**

**STUDENT SIGNATURE**  
**DATE**
<table>
<thead>
<tr>
<th>Standard Evaluated</th>
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<th>Met/ Weakness</th>
<th>Met</th>
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</table>
| **Standard 1**     | Rationale **does not** demonstrate understanding of the essential knowledge and critical dispositions of the standard. | Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard listed below. There is *minimal* evidence of prescription, reflection or integration of these elements into the candidate’s own practice.  
**ESSENTIAL KNOWLEDGE**  
• The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.  
• The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.  
• The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.  
**CRITICAL DISPOSITION**  
• Commits to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.  
• Takes responsibility for promoting learners’ growth and development. | Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard including all of those in the Met/Weakness plus those listed below, AND there is evidence of prescription, reflection or integration of these elements into the candidate’s own practice.  
**ESSENTIAL KNOWLEDGE**  
• The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.  
**CRITICAL DISPOSITION**  
• The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.  
• The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development. |
<table>
<thead>
<tr>
<th>Standard Evaluated</th>
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<th>Met/ Weakness</th>
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<tbody>
<tr>
<td><strong>Standard 2</strong></td>
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<tr>
<td>Artifact/Rationale</td>
<td>Rationale does not demonstrate understanding of the essential knowledge and critical dispositions of the standard.</td>
<td>Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard including all of those in the Met/Weakness plus those listed below, AND there is evidence of prescription, reflection or integration of these elements into the candidate’s own practice.</td>
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</tbody>
</table>

**ESSENTIAL KNOWLEDGE**
- The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.
- The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

**CRITICAL DISPOSITION**
- The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- The teacher makes learners feel valued and helps them learn to value each other.
- The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.
<table>
<thead>
<tr>
<th>Standard Evaluated</th>
<th>Not Met</th>
<th>Met/ Weakness</th>
<th>Met</th>
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</thead>
</table>
| Rationale does not demonstrate understanding of the essential knowledge and critical dispositions of the standard. | Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard listed below. There is minimal evidence of prescription, reflection or integration of these elements into the candidate’s own practice. **ESSENTIAL KNOWLEDGE**  
- The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.  
- The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.  
- The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways. **CRITICAL DISPOSITIONS**  
- The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.  
- The teacher seeks to foster respectful communication among all members of the learning community. | Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard including all of those in the MET/WEAKNESS plus those listed below, AND there is evidence of prescription, reflection or integration of these elements into the candidate’s own practice. **ESSENTIAL KNOWLEDGE**  
- The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.  
- The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. **CRITICAL DISPOSITIONS**  
- The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.  
- The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.  
- The teacher is a thoughtful and responsive listener and observer. |
### Standard 5

**Artifact/ Rationale**

Rationale *does not* demonstrate understanding of the essential knowledge and critical dispositions of the standard.

<table>
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<tbody>
<tr>
<td>Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard listed below. There is <em>minimal</em> evidence of prescription, reflection or integration of these elements into the candidate’s own practice.</td>
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<tr>
<td><strong>ESSENTIAL KNOWLEDGE</strong></td>
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<tr>
<td>• The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</td>
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<td>• The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</td>
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<td>• The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</td>
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<tr>
<td><strong>CRITICAL DISPOSITIONS</strong></td>
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<tr>
<td>• The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</td>
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<tr>
<td>Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard including all of those in the MET/WEAKNESS plus those listed below, AND there is evidence of prescription, reflection or integration of these elements into the candidate’s own practice.</td>
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<tr>
<td><strong>ESSENTIAL KNOWLEDGE</strong></td>
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<tr>
<td>• The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</td>
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<td>• The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</td>
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<td>• The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</td>
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<tr>
<td>• The teacher understands creative thinking processes and how to engage learners in producing original work.</td>
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<td>• The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</td>
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<tr>
<td><strong>CRITICAL DISPOSITIONS</strong></td>
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<tr>
<td>• The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.</td>
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<td>• The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.</td>
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<tr>
<td>Standard Evaluated</td>
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| **Standard10**  
Artifact /Rationale | Rationale does not demonstrate understanding of the essential knowledge and critical dispositions of the standard. | Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard listed below. There is minimal evidence of prescription, reflection or integration of these elements into the candidate’s own practice.  
**ESSENTIAL KNOWLEDGE**  
• The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.  
• The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.  
**CRITICAL DISPOSITION**  
• The teacher takes responsibility for contributing to and advancing the profession. | Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard including all of those in the MET/WEAKNESS plus those listed below, AND there is evidence of prescription, reflection or integration of these elements into the candidate’s own practice.  
**ESSENTIAL KNOWLEDGE**  
• The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.  
• The teacher knows how to contribute to a common culture that supports high expectations for student learning.  
**CRITICAL DISPOSITION**  
• The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.  
• The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.  
• The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.  
• The teacher embraces the challenge of continuous improvement and change. |
<table>
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<tr>
<th>Standard Evaluated</th>
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<th>Met/ Weakness</th>
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<tbody>
<tr>
<td><strong>Block II Portfolio Rationale</strong></td>
<td>• Rationale does not demonstrate the candidate’s self-awareness of changes in knowledge, skills and disposition resulting from the completion of the portfolio. • Rationale does not make connections between the standards and practice.</td>
<td>• Rationale somewhat demonstrates the candidate’s self-awareness of changes in knowledge, skills and disposition resulting from the completion of the portfolio. • Rationale makes connections between the standards and practice.</td>
<td>• Rationale demonstrates the candidate’s self-awareness of changes in knowledge, skills and disposition resulting from the completion of the portfolio. • Rationale makes connections between theory, standards and practice.</td>
</tr>
<tr>
<td><strong>Overall Portfolio</strong></td>
<td>• The rationale do not connect to the standard represented • Some artifacts are not created by the student • More than three spelling or grammatical errors • Portfolio was submitted late • More than three revisions are required</td>
<td>• Most of the rationale connect to the standard represented • Some artifacts are not created by the student • Less than three spelling or grammatical errors • Portfolio is submitted by the due date • Less than three revisions are required</td>
<td>• Every rationale is connected to the standard it represents • Every rationale addresses the impact on the candidate’s skills, knowledge and disposition • Artifacts have been created by the student • No spelling or grammatical errors • Portfolio is submitted by the due date • All criteria are met on first submission</td>
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Additional Comments:
# Verification Form

**East Central University Department of Education**  
**Level Three: Strategies for Teaching**  
**Verification Form**

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<td>Peer Reviews</td>
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<td>Block III Portfolio Rationale</td>
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**PORTFOLIO IS COMPLETE FOR BLOCK III**

**COMMENTS:**

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**INSTRUCTOR SIGNATURE**  
**DATE**

**STUDENT SIGNATURE**  
**DATE**

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<tr>
<td><strong>Standard 4</strong></td>
<td>Rationale <strong>does not</strong> demonstrate understanding of the essential knowledge and critical dispositions of the standard.</td>
<td>Rationale demonstrates understanding of the <em>Essential Knowledge and Critical Dispositions</em> of the standard listed below. There is <em>minimal</em> evidence of prescription, reflection or integration of these elements into the candidate’s own practice. <strong>ESSENTIAL KNOWLEDGE</strong>&lt;br&gt;- The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.&lt;br&gt;- The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.&lt;br&gt;- The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.&lt;br&gt;&lt;br&gt;<strong>CRITICAL DISPOSITION</strong>&lt;br&gt;- The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.&lt;br&gt;- The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.</td>
<td>Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard including all of those in the Met/Weakness plus those listed below, AND there is evidence of prescription, reflection or integration of these elements into the candidate’s own practice. <strong>ESSENTIAL KNOWLEDGE</strong>&lt;br&gt;- The teacher knows and uses academic language of the discipline and how to make it accessible to learners.&lt;br&gt;- The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge. <strong>CRITICAL DISPOSITION</strong>&lt;br&gt;- The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.&lt;br&gt;- The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.</td>
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<tr>
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<td><strong>Standard 6</strong></td>
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<td>Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard listed below. There is minimal evidence of prescription, reflection or integration of these elements into the candidate’s own practice. <strong>ESSENTIAL KNOWLEDGE</strong>&lt;br&gt;• The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.&lt;br&gt;• The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.&lt;br&gt;• The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.&lt;br&gt;• The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. <strong>CRITICAL DISPOSITIONS</strong>&lt;br&gt;• The teacher takes responsibility for aligning instruction and assessment with learning goals.&lt;br&gt;• The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.&lt;br&gt;• The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.&lt;br&gt;• The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.</td>
<td>Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard including all of those in the MET/WEAKNESS plus those listed below, AND there is evidence of prescription, reflection or integration of these elements into the candidate’s own practice. <strong>ESSENTIAL KNOWLEDGE</strong>&lt;br&gt;• The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.&lt;br&gt;• The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.&lt;br&gt;• When and how to evaluate and report learner progress against standards. <strong>CRITICAL DISPOSITIONS</strong>&lt;br&gt;• The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.&lt;br&gt;• The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.</td>
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<tr>
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| **Standard 7**     | Rationale does not demonstrate understanding of the essential knowledge and critical dispositions of the standard. | Rationale demonstrates understanding of the *Essential Knowledge and Critical Dispositions* of the standard listed below. There is *minimal* evidence of prescription, reflection or integration of these elements into the candidate’s own practice. **Essential Knowledge**  
* The teacher understands content and content standards and how these are organized in the curriculum.  
* The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.  
* The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.  
* The teacher knows when and how to adjust plans based on assessment information and learner responses.  
* The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). **Critical Disposition**  
* The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.  
* The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. | Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard including all of those in the **Met/Weakness** plus those listed below, AND there is evidence of prescription, reflection or integration of these elements into the candidate’s own practice. **Essential Knowledge**  
* The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.  
* The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. **Critical Disposition**  
* The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.  
* The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. |
<table>
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</tr>
</thead>
</table>
| **Standard 8**     | Rationale does not demonstrate understanding of the essential knowledge and critical dispositions of the standard. | Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard including: **ESSENTIAL KNOWLEDGE**  
• The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.  
• The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.  
• The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.  
• The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.  
**CRITICAL DISPOSITION**  
• The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction. | Rationale demonstrates understanding of the Essential Knowledge and Critical Dispositions of the standard including all of those in the Met/Weakness plus those listed below, AND there is evidence of prescription, reflection or integration of these elements into the candidate’s own practice. **ESSENTIAL KNOWLEDGE**  
• The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.  
• The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. **CRITICAL DISPOSITION**  
• The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.  
• The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.  
• The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs. |
| **Standard 11**     | Rationale does not demonstrate the Skills, Knowledge and Disposition of the standard. | Rationale minimally demonstrates the Skills, Knowledge and Disposition of the standard. There is minimal evidence of prescription, reflection or integration of these elements into the candidate’s own practice. | Rationale fully demonstrates the Skills, Knowledge and Disposition of the standard, AND there is evidence of prescription, reflection or integration of these elements into the candidate’s own practice. |
| **Standard 14**     | Rationale does not demonstrate the Skills, Knowledge and Disposition of the standard. | Rationale minimally demonstrates the Skills, Knowledge and Disposition of the standard. There is minimal evidence of prescription, reflection or integration of these elements into the candidate’s own practice. | Rationale fully demonstrates the Skills, Knowledge and Disposition of the standard, AND there is evidence of prescription, reflection or integration of these elements into the candidate’s own practice. |
## East Central University Department of Education
### Level Three: Strategies for Teaching

<table>
<thead>
<tr>
<th>Standard Evaluated</th>
<th>Not Met</th>
<th>Met/Weakness</th>
<th>Met</th>
</tr>
</thead>
</table>
| **Block III Portfolio Rationale** | • Rationale does not demonstrate the candidate’s self-awareness of changes in knowledge, skills and disposition resulting from the completion of the portfolio  
• Rationale does not make connections between the standards and practice. | • Rationale somewhat demonstrates the candidate’s self-awareness of changes in knowledge, skills and disposition resulting from the completion of the portfolio.  
• Rationale makes connections between the standards and practice. | • Rationale demonstrates the candidate’s self-awareness of changes in knowledge, skills and disposition resulting from the completion of the portfolio.  
• Rationale makes connections between theory, standards and practice. |
| **Overall Portfolio** | • The rationale do not connect to the standard represented  
• Some artifacts are not created by the student  
• More than three spelling or grammatical errors  
• Portfolio was submitted late  
• More than three revisions are required | • Most of the rationale connect to the standard represented  
• Some artifacts are not created by the student  
• Less than three spelling or grammatical errors  
• Portfolio is submitted by the due date  
• Less than three revisions are required | • Every rationale is connected to the standard it represents  
• Every rationale addresses the impact on the candidate’s skills, knowledge and disposition  
• Artifacts have been created by the student  
• No spelling or grammatical errors  
• Portfolio is submitted by the due date  
• All criteria are met on first submission |

Additional Comments:
APPENDIX C

Format for Writing Rationales
The rationale that is written by teacher education candidates for their teacher education portfolios should contain the following elements: Identification of the standard, selection and explanation of the artifact, purpose of the standard, and analysis of artifact in relation to the standard.

1. Identify Standard
   The entire list of the 15 state standards are listed in the teacher education handbook. At the top of each rationale statement page you should identify the artifact and rationale that you are writing about and then write the entire standard as it is listed in your handbook.
   Ex:

   Artifact 2/Rationale 1

   The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

2. Selection and identification of the artifact
   The candidate should identify the artifact, explain where the artifact was created, and give the semester and year the artifact was created.

3. Purpose of the standard
   The candidate should explain the purpose of the standard. Address why it is important for teachers to understand this standard. This ensures that the teacher candidate understands the meaning of the standard and can explain, in his/her language, the purpose of the standard.

4. Analysis of the artifact in relation to the standard
   The candidate should address how the artifact demonstrates their understanding of the standard in one or more of the following areas:
   a. In what way has this artifact changed your knowledge?
   b. In what way has this artifact changed your skills?
   c. In what way has this artifact changed your dispositions?
East Central University
Teacher Education Program
Rationale Checklist

- Did I identify the artifact and rationale at the top of the page?
- Did I write the entire standard as it is written in the handbook?
- Did I explain the purpose of the standard in my own words?
- Did I address how the artifact changed my knowledge, skills, and/or dispositions?
APPENDIX D

Disposition Rubric
East Central University Education Program

Disposition Rubric

If all areas are met for the items in the first section Target/Exceeds, put a 3 in the box for this area. If the items listed under Acceptable/Meets best describe the candidate, put a 2 in the box next to Acceptable/Meets for this area and circle or underline the problem area(s). If the candidate has excessive absences or tardies or cannot meet the standards identified in the first two sections, put a 1 in the box. A one will alert the field experience director of a dispositional weakness that will then be addressed with the teacher candidate.

<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>Acceptable/Meets</th>
<th>Unacceptable/Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate...</strong></td>
<td><strong>3 points</strong></td>
<td><strong>1 point</strong></td>
</tr>
<tr>
<td>1. has not missed or been late to over 2 classes.</td>
<td>1. has missed 3-4 classes or has been late 3-4 times.</td>
<td>1. has missed over 4 classes or has been late over 4 times.</td>
</tr>
<tr>
<td>2. is dressed appropriately and attends to personal hygiene.</td>
<td>2. is dressed appropriately and attends to personal hygiene.</td>
<td>2. does not consistently dress appropriately or does not attend to personal hygiene.</td>
</tr>
<tr>
<td>3. attends professional workshops or is a member of an education organization.</td>
<td>3. shows interest in professional topics and profession but has not yet joined an organization or participated in additional professional workshops.</td>
<td>3. does not show interest in profession or professional topics.</td>
</tr>
<tr>
<td>4. has not missed more than 1 assignment or has not turned in more than 1 late paper.</td>
<td>4. has missed 2 assignments or has turned two papers in late.</td>
<td>4. has missed over 2 assignments or has turned over two papers in late.</td>
</tr>
<tr>
<td>5. shows evidence of organizational skills.</td>
<td>5. shows some evidence of organization skills but still lacks development in this area.</td>
<td>5. does not demonstrate organization or awareness of organizational problems.</td>
</tr>
<tr>
<td>6. shows evidence of an ability to work under adverse conditions.</td>
<td>6. shows evidence of an ability to work under adverse conditions.</td>
<td>6. shows very little evidence of the ability to work under adverse conditions or very little consistency.</td>
</tr>
<tr>
<td>7. shows evidence of an ability to use appropriate decision-making skills.</td>
<td>7. shows evidence of an ability to use appropriate decision-making skills.</td>
<td>7. does not consistently use appropriate decision-making skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING</th>
<th>Acceptable/Meets</th>
<th>Unacceptable/Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate...</strong></td>
<td><strong>2 points</strong></td>
<td><strong>1 point</strong></td>
</tr>
<tr>
<td>1. displays knowledge of the subject matter taught or willingness to research needed information in order to effectively teach lessons.</td>
<td>1. displays some knowledge of the subject matter taught but cannot consistently demonstrate in depth knowledge or does not research needed information.</td>
<td>1. does not display knowledge of the subject matter being taught.</td>
</tr>
<tr>
<td>2. displays a willingness to use feedback/and or criticism as an opportunity for improvement or growth.</td>
<td>2. displays a willingness to use feedback/and or criticism as an opportunity for improvement or growth.</td>
<td>2. is unable to take constructive criticism and blames others for mistakes or problems.</td>
</tr>
<tr>
<td>3. displays self-knowledge that includes an awareness of weak skills and takes steps to improve those areas.</td>
<td>3. does not consistently display self-knowledge of weak skills but will make efforts to improve when those areas are pointed out by a mentor or instructor.</td>
<td>3. does not display self-knowledge or when instructed, make efforts to improve in identified weak areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPECT</th>
<th>Acceptable/Meets</th>
<th>Unacceptable/Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate...</strong></td>
<td><strong>2 points</strong></td>
<td><strong>1 point</strong></td>
</tr>
<tr>
<td>1. can work well with a variety of personalities in a small or large group or can work with other professionals in the public school setting.</td>
<td>1. can work well with a variety of personalities.</td>
<td>1. has difficulty working with a variety of personalities.</td>
</tr>
<tr>
<td>2. shows a willingness to work with students from different cultures, different socioeconomic levels, or different learning abilities.</td>
<td>2. shows a willingness to work with students from diverse backgrounds but shows evidence of stereotyping groups.</td>
<td>2. shows evidence of stereotyping groups of students and treating them unfairly as a result of these stereotypes or prejudices.</td>
</tr>
<tr>
<td>3. shows honesty and integrity.</td>
<td>3. shows honesty and integrity.</td>
<td>3. has not shown any evidence of honesty and/or integrity.</td>
</tr>
<tr>
<td>4. is committed to using the tools and strategies necessary to be intentionally inviting to all groups.</td>
<td>4. will change to include culturally appropriate strategies when instructed by teacher or mentor.</td>
<td>4. is unable to relate to teachers, staff, principals, parents, and/or peers.</td>
</tr>
<tr>
<td>5. is respectful of peers, families, teachers, staff and principals.</td>
<td>5. is respectful of teachers, staff, and principals but indicate inconsistency in dealing with their peers and families.</td>
<td>5. does not show any evidence of respecting individuals from different areas or cultural backgrounds.</td>
</tr>
<tr>
<td>6. is committed to meeting the educational needs of all students in a caring, non-discriminatory, and equitable manner.</td>
<td>6. is working toward meeting the educational needs of all students but does not do this consistently.</td>
<td></td>
</tr>
</tbody>
</table>
## East Central University

### Education Program

### Disposition Rubric

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>Candidate...</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations</strong></td>
<td>1. prepares lessons or teaches content that require the use of higher level thinking skills.</td>
<td>1. prepares lessons or teaches content that requires the use of some higher level thinking skills but continues to prepare the majority of the lessons at lower levels of thinking.</td>
</tr>
<tr>
<td></td>
<td>2. models, during instruction, problem solving strategies and appropriate strategies to help improve learning of all students.</td>
<td>2. can model some problem solving strategies to help improve learning of all students but still relies heavily on telling instead of showing.</td>
</tr>
<tr>
<td></td>
<td>3. models appropriate professional behavior by turning in exemplary work, preparing for class, using language and behaviors appropriate of a professional educator.</td>
<td>3. models appropriate professional behavior by turning in exemplary work, preparing for class, and using language and behaviors appropriate of a professional education but not as consistently as will be necessary in the classroom.</td>
</tr>
<tr>
<td></td>
<td>4. is committed to creating an environment that is conducive to individual, small group, and large group learning.</td>
<td>4. is aware of the need to create an environment that is conducive to individual, small group, and large group learning but still needs direction on the appropriateness of each for activities or lessons.</td>
</tr>
<tr>
<td></td>
<td>5. demonstrates a belief that all students can learn.</td>
<td>5. believes that all students learn but are unable to consistently use strategies that support that learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EFFICACY</th>
<th>Candidate...</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Efficacy</strong></td>
<td>1. is committed to a belief in ongoing assessment to determine needs of students.</td>
<td>1. is committed to a belief in ongoing assessment but does not consistently use assessment to determine student needs.</td>
</tr>
<tr>
<td></td>
<td>2. demonstrates an open mind by continuing to look for alternative ways to teach students.</td>
<td>2. demonstrates an open mind by continuing to look for alternative ways to teach students.</td>
</tr>
<tr>
<td></td>
<td>3. displays a positive attitude toward teaching and learning.</td>
<td>3. usually displays a positive attitude toward teaching and learning but does get frustrated when students have difficulty learning new concepts.</td>
</tr>
<tr>
<td></td>
<td>4. displays persistence in the face of difficulty, stress, or adverse conditions.</td>
<td>4. usually displays persistence in the face of difficulty, stress, or adverse conditions but occasionally blames student or outside factors for an inability to teach a student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISPOSITION</th>
<th>TOTAL SCORE:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disposition</strong></td>
<td>This disposition assessment has been completed by: a. University Instructor b. Classroom Mentor Teacher c. University Supervisor</td>
</tr>
<tr>
<td><strong>Student’s Name</strong></td>
<td>Student’s ECU ID</td>
</tr>
<tr>
<td><strong>Your Name</strong></td>
<td>Date</td>
</tr>
</tbody>
</table>

Additional Comments:
APPENDIX E

Mentoring Plan
East Central University
Education Program Mentoring Plan

1. If the teacher candidate is deficient in any of the following ways concerning dispositions, the following mentoring plan will be initiated:
   A. The field experience/student teacher director receives a report about a teacher candidate during the semester that violates ECU teacher dispositions as indicated on the evaluation form.
   B. The teacher candidate receives two or more negative indicators in one domain from different sources at the end of the semester.
   C. The teacher candidate is involved in a severe incident which warrants immediate review.

2. The director of student teacher/field experience will review each student’s evaluations at the end of the semester. The director will pull the files of those students who have negative disposition indicators. The files pulled will go to the Teacher Candidate Mentoring Committee for review. (committee will be established by the Director of Student Teaching/Field Experience) If the disposition violation is reported during the semester the same process will be followed.

3. The Mentoring Committee will determine the course of action for the student. At this point it could involve simply a letter stating that a disposition has been found to be problematic and that they are responsible for taking action to improve the disposition. Also, they will be notified that if the disposition problem doesn’t improve that they will be required to meet with the mentoring committee to establish a formal Plan of Improvement.

   Or, the mentoring committee may determine that a formal Plan of Improvement be drawn up which will include the student problem, the steps to take to solve the problem, and the student and committee signatures. The student will be required to take the Improvement Plan to his/her advisor and the director of the program. Additionally, the director of field experience/student teaching will keep a copy for the student’s file.

4. If additional assessment data indicates that the problem still exists and/or steps to improve have not been taken, the student automatically is referred to The Appeals Committee (made up of the Dean, student advisor, student teaching director, and two outside professors familiar with the education program). At this point the student will make a case for his/her failure to improve in the identified area. The committee will determine if the student is to be removed from the program or if the student can go through step 3 for a second and final time.
APPENDIX F

Skills
East Central University
Education Program
Skills

1. **Communication Skills:** The teacher education candidate will utilize the following communication skills.
   A. Writing: The teacher candidate demonstrates knowledge of correct writing tools such as grammar, punctuation, and spelling. The candidate can also communicate by using standard writing skills such as topic sentences, complete sentences, transitions, and cohesive thoughts.
   B. Speaking: The teacher candidate demonstrates knowledge of correct speaking conventions such as enunciation, proper English, and complete sentences.
   C. Technology: The teacher candidate demonstrates knowledge of technology. They can use technology in teaching, researching, and communication.

2. **Interpersonal Skills:** The teacher education candidate will demonstrate appropriate interpersonal skills.
   A. Rapport: The candidate is able to establish and maintain rapport with students, families, colleagues, and administration.
   B. Conferencing: The teacher candidate can lead a parent teacher conference knowing how to present positive information in addition to any problems that may exist.
   C. Collaboration: The teacher candidate can effectively work in groups (i.e. special education IEP teams, other educators on planning teams, and community groups).

3. **Classroom Management Skills:** The teacher education candidate will demonstrate skills necessary to create a positive learning environment.
   A. Rules and Procedures: The teacher candidate understands, creates, and applies age appropriate rules, procedures, and consequences.
   B. Organization: The teacher candidate demonstrates organization skills necessary to plan, prepare, teach, assess, and keep records of student progress.
   C. Environment: The teacher candidate demonstrates the skill necessary to create a learning environment that invites investigation, collaboration, and positive interaction in a safe orderly manner.
   D. Multitasking: The teacher candidate demonstrates the skill to concurrently teach, manage, and assess.

4. **Teaching Skills:** The teacher candidate demonstrates the skill necessary to communicate objectives, teach objectives, assess objectives in a motivational, positive learning environment.
   A. Lesson/Unit Planning: The teacher candidate can write lesson plans connected to state learning objectives.
   B. Assessment: The teacher candidate can create assessments that are valid and reliable and understands that assessment leads to appropriate planning for student success.
   C. Motivation: The teacher candidate can create a motivational environment conducive to learning in addition to creating age appropriate motivational lessons.
   D. Teaching: The teacher candidate can clearly communicate the lesson objective in an appropriate lesson sequence which includes both a connection to students’ prior knowledge and application of the new learning, and as a scaffold for future learning.
   E. Rationale: The teacher candidate reflects on the lesson and uses the experience to plan future lessons.
APPENDIX G

Certification Information
East Central University Department of Education Suggested Certification Process

Successful completion of the Oklahoma Subject Area Test (OSAT) and the Oklahoma Professional Teaching Examination (OPTE) are not required for successful completion of bachelor’s degree. However, because they are required for Oklahoma Teacher Certification (listed above), they are included in the suggestions below.

### Pre-Admission

- **Meet GPA Requirement**: 2.5 after 36 hours of general education coursework (usually 2nd semester sophomore)
- **Meet Course Prerequisite Requirements**: C or better in the following: Freshman Composition I, Freshman Composition II, and Fundamentals of Human Communication

### Admission

- **Successfully complete Block I**: EDUC 2012 and EDUC 2211 Field Experience I where you will complete 25 hours of observation in a public school.
- **Apply for background check**: See Appendix for Policy
- **Successfully complete Teacher Education Program Interview**: Additional information and instructions for sign-up provided in EDUC 2012
- **Pass OGET (Oklahoma General Education Test)**: See certification information above; be sure a copy of your passing score is submitted to the ECU Teacher Certification Officer

### Program

- **Successfully complete Block II**: EDPSY 3513, EDUC 4262, and EDUC 3001 where you will complete 25 hours of observation in a public school including a 5 hour service learning project
- **Methods/Major Coursework**: May be completed in conjuction with Block III or completed after Block III (below)

### Methods/Major

- **Continue Methods/Major Coursework**: May be completed at any time; however, it is recommended that candidates complete the majority of subject-specific coursework before sitting for the test. Be sure a copy of your passing score is submitted to the ECU Teacher Certification Officer.

### Program

- **Successfully complete Block III**: EDUC 4043 and EDUC 4611 where you will complete 25 hours of observation in a public school.
- **Methods/Major Coursework**: May be completed at any time; however, it is recommended that candidates complete EDUC 4043 before sitting for the test. BE SURE TO REGISTER FOR THE OPTE THAT COORDINATES WITH THE LEVEL YOU INTEND TO TEACH. Be sure a copy of your passing score is submitted to the ECU Teacher Certification Officer.

### Student Teaching

- **Submit Application for Student Teaching**: Usually completed during Block III if coursework is completed in the suggested order.
- **Complete background check**: See Appendix for Policy
- **Successfully complete student teaching in the assigned school district**: Communication from the Director of Student Teaching and Field Experience will provide requirements and placement.
- **Successfully complete EDUC 4262**: Candidates will return to ECU campus for Student Teaching Seminar during the student teaching semester.

### Certification

- **Successfully complete student teaching**: Enroll in appropriate section of EDUC 4262, and the Supervised Student Teaching course prefix that coordinates with the level you intend to teach (EDUC 4955, EDUC 4965, or EDUC 4975)
- **Successfully complete all required coursework in a specific certification program**
- **Apply for graduation**: Completed through Admissions and Records
- **Send transcript to ECU Teacher Certification Officer**: Form completed through Admissions and Records; indicate on the form that a copy be sent to COEP
- **Create/Update your Oklahoma Department of Education Account**: Information and instructions will be provided in EDUC 4262
- **Apply for certification through your OSDE account**: Once the Office of Admissions and Records has verified that you have completed your degree, a copy of your transcript will be sent to the ECU Teacher Certification Officer to verify that you have completed the coursework and testing requirements for Oklahoma Teacher Certification. The will ECU Teacher Certification Officer will confirm to the Oklahoma Department of Education that ECU Teacher Certification Requirements have been met, and the candidate will be eligible to apply for certification.
- **NOTE**: Confirmation by the ECU Teacher Certification Officer is only for coursework and certification tests. ALL requirements for certification from OSDE must be met before a teaching certificate will be issued.
Oklahoma Teacher Licensure and Certification Procedures

1. Complete a bachelor’s degree
2. Have a certification recommendation from an Oklahoma institution of higher education
3. Pass the OGET, appropriate OSAT(s), and the OPTE
4. Have on file with the OSBE a current approved OSBI/FBI criminal history fingerprint check
5. OSDE issues a Certificate (valid for 5 years)

Additional information is available from the Oklahoma State Department of Education
http://ok.gov/sde/teacher-certification

Certification examination information http://www.ceoe.nesinc.com
Appendix H

Background Check
Background Check Policy for Students in Field Experience and Student Teaching

Policy Background: As a result of recent legislative mandates (HB 1418) public schools are now required to run background checks for all employees in their school. This increased security has prompted many area principals and superintendents to express concern about pre-service teachers who are placed in their schools. The faculty in ECU’s education department is committed to ensuring the safety of public school children and therefore will implement a background check process for all field experience students prior to their placement in a public school beginning fall, 2012.

Policy Statement: In order to support the implementation of HB 1418 which requires public schools to run background checks on all employees, East Central University will use the services of CertifiedBackground.com to ensure that all pre-service teachers who interact with children in field experiences have met the background check requirements of other school personnel. Students will be required to pay for the background check prior to the student’s placement in the public school. The initial background check will cost $12.00 and be good for all three field experiences. This background check includes the following: social security verification, national criminal record search including sex offender registry and an Oklahoma Statewide Criminal Records Search. A second background check would be initiated prior to the student’s enrollment in Student Teaching. This background check, currently costing $55.00, will include a fingerprint check completed through the Oklahoma State Department of Education. Students are informed the semester before they student teach about securing this background check before they begin their student teaching.

Implementation Procedures for Field Experience Background Checks:

1. Responsibility for management of the background checks will be the Director of Field Experience, with assistance from the Dean’s Secretary. The Dean of the College of Education and Psychology will assume overall responsibility. CertifiedBackground.com provides an on-line process for the background check. Candidates will complete an initial report upon enrollment in EDUC 2012, Foundations of Education. Transfer students who have not completed a background check prior to transferring will complete one prior to their field placements at ECU. Instructions for completing the background check process will be distributed to each student in their Foundations of Education Class during the first week of class. There is usually a 72 hour response time so students can set up their account with CertifiedBackground.com, order their background check, and received their report within 3-5 business days. The Director of Field Experiences can view reports online and clear field experience students for their public school work.

2. The background checks will be viewed on-line by the Director of Field Experiences. All report information will remain confidential.

3. Because CertifiedBackground.com works directly with the students, no money will be collected.

4. The information will be used to identify students early in their professional education program who may not be eligible for certification. If a candidate has a felony, we will direct him/her to the Oklahoma State Department of Education, Director of Certification. In order to continue in the field placement process, candidates must submit to the
Director of Field Experiences a letter from the Oklahoma State Department of Education stating that with this current charge the candidate will be able to receive his/her teaching certificate upon completion of this program. If the candidate does not submit a letter from the Oklahoma State Department of Education or refuses to submit a background check, he/she will be administratively withdrawn from the course. If there is a crime that occurred prior to the last 10 years, the candidate will be informed of possible certification issues. Those are addressed by the Oklahoma State Department of Education on a case by case basis. However, public school administrators who have accepted our field experience student will be informed and have the option of allowing the candidate to complete the field experience at their school.

**Appeal Procedure:**

The appeal process is the same as it is for all Teacher Education issues. The following procedure is taken from the Teacher Preparation Handbook.

**Dismissal From the Teacher Education Program**

Various responsibilities are inherent in the task of preparing future educators. The East Central University teacher education program assumes an obligation to public schools to attempt to screen unsuitable teacher education candidates from the program and indirectly to protect public school students from unsuitable teacher candidates. In addition, the credibility and effectiveness of the teacher education program in working with public schools depend upon the program’s efforts to send the public school teacher candidates who are suited to working with public school students. East Central University reserves the right to dismiss from the teacher education programs at any time any student whose personal conduct is 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 student’s future success in the program;
4. The student’s fitness to 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 student facing dismissal from the teacher education program for personal conduct shall be so notified in writing by the Dean of the College of Education and Psychology. Such notice shall include a statement of:
1. The proposed action;

2. The grounds for the proposed action;

3. The evidence sustaining the alleged personal conduct in question; and

4. The opportunity to appeal the proposed action to the Teacher Education Committee.

The student must request, in writing, a hearing within fifteen (15) days of receipt of written notice of the proposed action. At the hearing, conducted by the Teacher Education Committee, the student will be afforded due process rights traditionally available in a student administrative hearing. The Teacher Education Committee shall make a determination within a reasonable period of time.

**Suspension From the Teacher Education Program**

The process for dismissal of a student from the teacher education program will be initiated as soon as possible following suspension of the student. Actions resulting in suspension include such things: conviction of a felony, unethical behavior, violation of university policies or codes of conduct, or, other actions deemed to be a serious breach of professional responsibility. To the extent possible, students reinstated after suspension will be restored to their previous position and status without action detrimental to their studies, progress, and evaluation of their work.

**Implementation Procedures for Student Teaching Background Checks:**

The second background check will be initiated prior to Student Teaching. This background check currently costs $55.00 and will include a fingerprint check that students currently secure just prior to certification. This background check will be completed through The Oklahoma State Department of Education or any of their nine fingerprint locations. For fall, 2012 implementation, prospective student teachers will be informed by letter that they need to secure fingerprints prior to student teaching. All fingerprint locations will be identified. The Director of Field Experience will verify background checks for all student teachers prior to the start of their student teaching. After the policy is implemented, this process will occur the semester before candidates student teach.

Any candidate who receives a negative background check report will not be allowed to student teach until they have been cleared by the Oklahoma State Department of Education.

**Appeal Process:**

See above appeal process.
STUDENT INSTRUCTIONS FOR EAST CENTRAL UNIVERSITY - EDUCATION

About CertifiedProfile

CertifiedProfile is a secure platform that allows you to order your background check online. Once you have placed your order, you may use your login to access additional features of CertifiedProfile, including document storage, portfolio builders and reference tools. CertifiedProfile also allows you to upload any additional documents required by your school.

Order Summary

➢ Required Personal Information
  ○ In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number and e-mail address.

➢ Payment Information
  ○ At the end of the online order process, you will be prompted to enter your Visa or Mastercard information. Money orders are also accepted but will result in a $10 fee and an additional turn-around-time.

Place Your Order

Go to: www.CertifiedBackground.com and enter package code: EB65

You will then be directed to set up your CertifiedProfile account.

View Your Results

Your results will be posted directly to your CertifiedProfile account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as “In Process” until it has been completed in its entirety. Your school’s administrator can also securely view your results online with their unique username and password.

If you have any additional questions, please contact Student Support at 888-914-7279 or email studentservices@certifiedprofile.com
APPENDIX I

Electronic Portfolio Instruction
The Chalk and Wire administrators from the Department of Education will verify your license purchase and create accounts using your ECU Login ID. You will be sent an email through your East Central student email account (login@email.ecok.edu) [http://www.ecok.edu/it/student_webmail.htm](http://www.ecok.edu/it/student_webmail.htm)

**NOTE:** You have purchased a license for the recommended time based on your current coursework in the education program. You may extend your license if necessary.

ECU Help:  *dclaxton@ecok.edu*  580.559.5309  OR  *rsmith@ecok.edu*  580.559.5321  
Chalk and Wire Help:  *support@chalkandwire.com*  866-949-6800

**To Login to Your Chalk & Wire Account** - In your browser*, go to [http://chalkandwire.com/ecok](http://chalkandwire.com/ecok)  
*Chrome, Safari, Mozilla FireFox 3.5+ and IE 8+ (not IE 6 or 7) are preferred

1. Enter your ECU Login ID as your “User ID”.

2. Enter the password provided in the email you received through your ECU student email as the “Password” and Click ENTER.

3. You will be prompted to change your password.

4. If you need help getting started, please paste the following URL into another tab/window of your browser: [http://chalkandwire.mindtouch.us/001Getting_Started/Quick_Start_Guide_for_New_ePortfolio_Users](http://chalkandwire.mindtouch.us/001Getting_Started/Quick_Start_Guide_for_New_ePortfolio_Users)
Download a Portfolio (Within Workspace)

Overview
There are many reasons for downloading a portfolio from your Chalk & Wire account. For example, your account may be expiring shortly and you wish to save a version of your portfolio on your computer or you may wish to send your portfolio to outside individuals for viewing purposes.

Downloading a Portfolio
In the Workspace Portfolios section of your workspace, locate the portfolio that you wish to download from the ones listed.

Once you have located the portfolio in question, click on its Download icon (cloud) to begin.

Once you are certain that you would like to download the portfolio, click the Download Now button.

You will know that the download has begun when you see the, "Packing up your portfolio... please be patient" message. Each computer may send files downloaded from the internet to a different location - ensure that you know where this file will be saved.
NOTE: If the portfolio is large, containing lots of content, this process can take some time. Until you see the downloaded file appear on your computer, do not close this window.

How to View a Downloaded Portfolio

Once the file has been downloaded to your computer, it will appear as a .zip file. To open the zipped folder:

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<th>Mac Users:</th>
<th>Windows Users:</th>
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<td>- Double click on the .zip file to unzip it.</td>
<td>- Right click on the .zip file. Select 'Extract All'. Click 'Extract'.</td>
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You will then see a folder appear. Double click on the folder to open it.
Once the folder has opened, locate the index.html file. Double click to open it.

NOTE: In order to view the portfolio correctly, ALL files must remain in this folder. If you wish to share your portfolio with someone, compress the folder and instruct them to open the folder and view the index.html file and leave all other files as they are.

The portfolio will appear with the default theme applied to it, unless you have specified otherwise in your Portfolio Setup options. To view specific sections of your portfolio, use the Table of Contents sections on the left side of the screen.